THE LIBRARY JOURNAL

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School Library Number

THE LIBRARY IN THE SMALL HIGH SCHOOL
EDITH A. LATHROP

THE LIBRARIAN AND THE EXTRA-CURRICULUM ACTIVITIES PROGRAM OF THE SECONDARY SCHOOL
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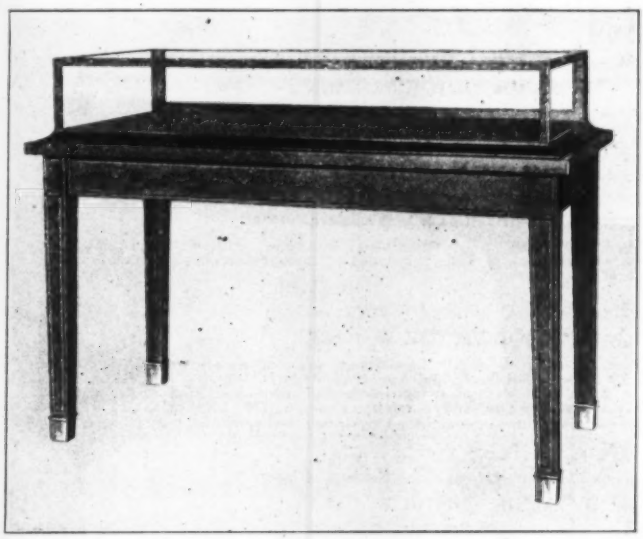

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Forthcoming Issues of THE LIBRARY JOURNAL

October first will be devoted to publicity problems with special articles by librarians in the field. One important article, "Librarians All," will be by Mrs. Daves Rossell, who has recently gone from the Publicity Department of the Albany Public Library to A.L.A. as Editor of the *Bulletin*.

The October fifteenth issue will be a general number with important articles by James Geddes, Boston University, and Henry B. Van Hoesen, Princeton University. Mr. Geddes discusses Foreign Language Dictionaries and Mr. Van Hoesen the problem of Best-Books Lists.

Two new features will start soon. A page will be devoted in each issue to biographies of librarian authors and will also include authors who have been librarians. With members of our profession more and more frequently becoming authors it behooves us to know about them. A second feature will be a Questions and Answers column started at the request of a subscriber. This column will be open for questions pertaining to library work.

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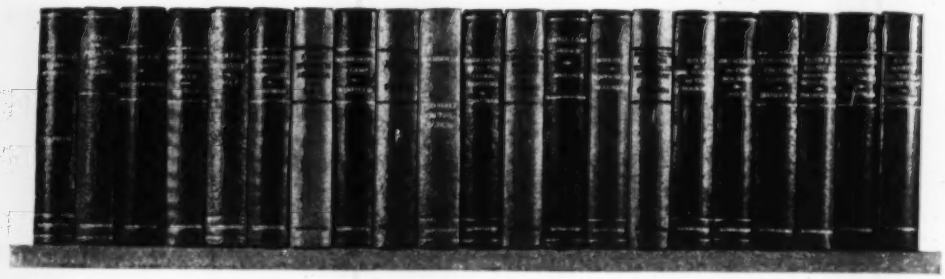

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THE LIBRARY JOURNAL

SEPTEMBER 15, 1929

The Library in the Small High School

By Edith A. Lathrop,

Assistant Specialist in Rural Education, U. S. Bureau of Education, Washington, D. C.

Soon after I was graduated from the University I was for a time a teacher in a high school with an enrollment of approximately 250 pupils. The building in which this high school was housed was new and, at that time, it was one of the most up-to-date high school buildings in the State in which it is located. It contained, in addition to classrooms, an assembly hall, a gymnasium, laboratories for instruction in natural and physical sciences, special rooms for classes in cooking and sewing, and shops for manual training. In one corner of the principal's office was a bookcase which held the school's library. The books in this library were supplemented by books from a small public library. The school was accredited by the North Central Association of Colleges and Secondary Schools, and its library facilities met the library standards of the Association at that time.

Last fall I visited a high school with about 250 pupils. The building in which this high school is housed is new. It contains classrooms, an auditorium, a gymnasium, and laboratories for instruction in science, household arts, and industrial courses. In the center of the building is a large, well-lighted room, one side of which opens into the study hall of the junior department of the high school and the other into the study hall of the senior department. This room contains the school's library. It is equipped with book shelves, card catalogs, librarian's desk and chair, students' chairs and tables, books and periodicals. A trained librarian is in charge of the room. The resources of the school's library are supplemented by those of the county department of a city library. The school is accredited by the North Central Association of Colleges and Secondary Schools, and its library facilities meet the present library standards of the Association.

The library facilities of the schools just described show the contrast between the library standards for high schools of 20 years ago and those of the present. Then, and for some years later, library facilities for high schools were considered adequate if, in addition to such reference books as encyclopedias and dictionaries, there were sufficient books to meet the needs for collateral readings in the history and English courses. Now, rooms for libraries are as necessary as rooms for laboratories, auditoriums and gymnasiums; and librarians are as important as teachers. Today, the library is the very heart of the school, pulsating not only with the activities of every classroom and every laboratory, but also with the extra-curricular activities of the school. What goes on in the library is an index to the potency of the school. J. H. Finley once said that if he had a limited time to visit a school, he would ask to be permitted to sit in the library for that period of time, for this would give him the best clue to the efficiency of the school.

Extent of Problem.—In order to know the extent of the library problem in the small high school, it is necessary, first of all, to agree upon what is meant by a small high school. For the purpose of arriving at library standards for high schools of various sizes, two of the regional accrediting associations—the North Central Association of Colleges and Secondary Schools and the Association of Colleges and Secondary Schools of the Southern States—have classified high schools into groups according to the number of pupils enrolled. The lowest group in the former association's classification comprises schools with enrollments below 250; the latter, 100 or less.

Since we have statistics showing the number

Address given before the School Libraries Section of the American Library Association, May 16, 1929.

of high schools with enrollments of 250 and below, suppose, for the purpose of this discussion, we consider such high schools as small high schools. What, then, is the extent of our problem? In 1926 (latest available data) 14,875 of the 18,157 public high schools reporting to the United States Bureau of Education had enrollments of 250 and below. This was approximately 82 per cent of the entire number, but the enrollments of only a small percentage of the high schools of this group reach 250. Of the 14,875 high schools with enrollments of 250 or less, 10,997, or approximately 74 per cent, have enrollments of 100 or fewer; 6,189, or approximately 42 per cent, have enrollments of 50 and below. Thus, while 250 is the upper limit of the enrollment for the small high schools, nearly three-fourths of such high schools have enrollments of 100 or fewer. Usually high schools with enrollments of 50 or less are not members of any of the regional accrediting associations because of inability to meet the standards of the associations.

Studies of small high schools show that in many instances the types of buildings, equipment, teaching staff, and curricula are far below those found in large high schools. Many small high schools have tried to keep pace with the large high schools by providing educational makeshifts in the form of buildings, equipment, and enlarged curricula. And now comes the demand for a greatly enlarged library service at a time when many of the school districts supporting small high schools are already overburdened with debts and taxes. Further, many small high schools can not rely upon the services of public libraries, for they are frequently located in places either without public libraries or with libraries whose resources are limited.

In the light of these facts the library problem of the small high school concerns itself with the majority of the high schools of the United States, with many high schools that are inefficient, with many that are financially impoverished, and with many located in places without, or with inadequate public library service. These are the high schools attended largely by the children living in the rural areas of the country—the children who, for the most part, do not have educational opportunities equal to those enjoyed by children living in urban centers.

Library Standards.—What are the library standards for the small high school? While there are as many standards as there are State and regional accrediting agencies, there is a general agreement on two points: (1) That there should be a library in the school; and (2) That the library should be in charge of a person with at least *some* library training. Since we have used the classifications of two regional accrediting associations—the North Central and the Southern—as bases for determining the extent of the library problem of the small high school, let us examine the library standards that these two associations have set up for such a school. The standards of these associations relate principally to housing and equipment, books and other publications, the librarian, instruction in the use of the library, appropriations, and State supervision. Both associations say that the library should occupy either a separate room or one end of the study hall; that the equipment should consist of book shelves, catalog cases, tables, students' chairs, librarians' desks and chairs, magazine racks, and bulletin boards.

The North Central Association says that the book collection should approximate six books per pupil; the Southern Association, 500 books for schools of enrollments of 100 or less. Each association emphasizes the need of well balanced book collections, including books for ready reference, for classroom assignments, and for recreational reading. The necessity for magazines and newspapers is pointed out by both associations. The Southern Association specifies a minimum of two newspapers and 5 to 10 periodicals for schools with enrollments of 100 or fewer.

The North Central Association says that if it is not possible to employ a full-time librarian who is a college graduate and who has completed at least one year in an accredited library school, a part-time librarian should be employed. This part-time librarian should be a college graduate and in addition should have completed an accredited library science curriculum of at least 16 semester hours. She should divide her time between the school and the public library or between school library work and teaching, and devote at least half of each school day to school library service. The Southern Association says that schools of 100 or fewer pupils should employ teacher-librarians with at least six weeks' training in library science. The North Central Association outlines plans for courses of instruction on the use of the library. These plans include, among other things, lessons relating to the use of books as tools, books as means of determining vocations, and books as sources of recreation, amusement, and inspiration. Both associations set as the minimum annual appropriation for books and periodicals $1 per student enrolled. The North Central Association says that librarians' salaries should equal amounts paid teachers with equivalent professional training and experience. The North Central Association recommends a State supervisor of public-school libraries.

How Schools Measure Up to Standards.—Having outlined the library standards for small high schools adopted by two regional high school accrediting agencies, it is desirable to know to what extent library facilities of such high schools measure up to the standards outlined. Naturally, we turn to the findings of library and educational surveys for an answer. It is encouraging that we have a *few* school library surveys to which we *can* turn. Such surveys have been scarce in the past. It is also encouraging to find that educational surveys are giving more space to a discussion of the library facilities of the schools surveyed than formerly.

The Library is the Index to the School. Central High School Library, Philadelphia, Pa.

Reports of library surveys of high schools belonging to the North Central Association of Colleges and Secondary Schools, of two counties in Michigan, and of educational surveys in Massachusetts, New York, Pennsylvania, Virginia, and of 131 rural junior high schools located in 30 States, show that the library facilities of small high schools are usually inadequate as to quarters, books, librarians, and that the funds available are insufficient to provide better facilities. The recent library report of high schools belonging to the North Central Association of Colleges and Secondary Schools states that the worst thing about the high school library service today is the fact that pupils are not using the libraries for the pleasure of reading. The big schools, it says, made a better showing than the small ones on all of the 59 items on the score card used in checking the efficiency of the libraries, except library space per pupil and volumes per pupil.

Library surveys in Barry and Jackson Counties, Michigan, showed that the library facilities were limited. In Barry County the book collections in each of the 10 grade schools visited numbered about 175 volumes. The surveyor says that of all the collections seen in the county these were the least adequate for the needs of the respective schools. In Jackson County the book collections in the high schools visited were considerably larger than those in Barry County,

but the collections failed to meet the needs of the schools because of a lack of new and live material.

A study of the educational facilities of 12 Cape towns in Massachusetts states that the number of library books was less than 200 for each of the 10 high schools studied, except one, and that the majority of the books were not suited to the needs of the schools. Not a single school had a library room. Five of the 10 high schools made use of public libraries.

Spaulding, in his study of small junior high schools in Massachusetts, says that though a few schools had made arrangements by which pupils might visit the town libraries in school hours, only two had libraries in the school buildings. Of these two, one consisted of a well planned library room almost without books; and the other, a few shelves of volumes, borrowed from the local public library, in a corner of the principal's office.

The New York State survey reports that the library equipment of rural high schools was but little more than half what it should be if pupils in such schools were to have opportunities commensurate with those of pupils in city high schools in the phases of work dependent upon libraries.

Rufi's study of five small high schools in Pennsylvania shows that responsibility for raising funds for libraries rests almost wholly upon principals and teachers. During a period of 24 consecutive months these five high schools spent $95.56 on libraries. In three of the five high schools the number of books fell far short of the number set up as a desirable minimum for such schools. None of the libraries in the schools had attractive, well lighted or convenient quarters.

The Virginia State survey has given much more space to the library situation than most State educational surveys. This is probably due to the fact that it is one of the latest of the surveys (published in 1928). In discussing the library situation of high schools, it says that the surveyor on his rounds of inspection not infrequently found the library room to consist of a dingy little side room or a hole in the wall, with the door locked. Why the door should have been kept locked was something of a mystery, since often the library was so small that it would not have been noticed. In numerous instances the books that were on the shelves were so old, worn, or ill adapted to school needs that none but an antiquarian or junk dealer would have had much use for them. Often there was no money with which to buy books. Yet the State of Virginia will appropriate $10 per school for libraries, provided the local district contributes $15, and an additional $15 is secured in some private way. But few schools, particularly in rural districts, take advantage of this opportunity. It was rare to find a trained librarian in the small high school. It was customary for a teacher to assume charge of the supervision of library books and delegate the active work of the library to pupils. On the whole, the libraries were not developing reading habits in the pupils. But this was not to be wondered at, since well chosen books were so limited. But few high schools—even among the middle-sized ones—furnished an adequate supply of current magazines and newspapers.

A recent study entitled "The Rural Junior High School," published by the United States Bureau of Education, gives data regarding library facilities of 131 rural junior high schools located in 30 States. In was found in this study that most of the library rooms had insufficient floor space—50 per cent were without tables; that slightly more than 40 per cent of the libraries had fewer than 1,000 books; and that only 26 of the 131 schools (less than 20 per cent) had full-time librarians.

Improvement of Present Library Facilities.—The data just presented are extensive enough, both as to subject matter and territory represented, to warrant the assertion that better library facilities are necessary for many small high schools if the teaching in such high schools is to be in harmony with the conceptions of modern educational philosophy. But how can the small high school improve its library conditions? The answer is, through campaigns emphasizing the need for libraries, through the employment of better trained teachers, through library surveys, through provision for libraries in school budgets, through the use of public libraries and through constructive legislation.

Many high school administrators are apparently unaware of the importance of the library as a factor in secondary education. This is shown by the fact that nearly one-half of the principals whose high schools belong to the North Central Association of Colleges and Secondary Schools failed to reply to the questionnaire used in the Association's recent library study. State-wide school library campaigns are needed in order to arouse the interest of school administrators and teachers in the improvement of library facilities for schools. In such campaigns topics pertaining to school libraries should be given places on the programs of educational meetings. At such meetings round table discussions of library problems between State high school supervisors and principals and teachers of small high schools would do much to arouse an interest in libraries for such schools. The educational

press is another effective means through which the needs of libraries for small high schools can be given publicity. Educational surveys show that in training, experience, tenure, salaries, and quality of instruction the teaching staffs of small high schools usually fall far below those of large high schools. A more efficient teaching staff will do much to create a demand for better libraries in small high schools.

Library surveys offer the most scientific way of determining how improvements in school library facilities can be brought about. Such surveys should show the present library facilities of schools, the library standards that should obtain, and the steps that are necessary to meet the desired standards. Since the library is an integral part of the school, money for its support should be provided by the school district in the same way that money for other necessities is provided. It is customary for some small high schools to depend upon the funds received from public entertainments and gifts for the support of their libraries. In some localities parent-teacher associations spend a considerable portion of their energy in raising money for school libraries. While it is better to use these means to provide funds for libraries than to go without them, the methods are unsatisfactory. They can not be depended upon, and they reduce the library to an "object of charity"—thus depriving it of the dignity and importance that it should assume in the school system. School districts whose financial resources are too limited to provide adequate high school advantages should enlarge their taxing units through consolidation with other districts.

The library facilities of small high schools are very materially increased when such high schools make use of efficient public libraries. This is demonstrated by the use made by schools of town libraries in the New England States and of county libraries in California and other States. A small tax levy on an entire county enables the county, through an adequate system of branches, stations, book trucks, and mail service, to place at the disposal of every school in the county not only library books but the supervision of a well trained library staff. In California it is customary for school districts to pool their school library funds with county library funds in exchange for services. This enables school districts to receive returns many times in excess of what they would receive if the library funds were expended by the individual districts.

But high schools can not depend wholly upon itinerant library books. They must have permanent collections of reference and other books. The demands in this respect of two regional accrediting associations have been mentioned. More and more, State accrediting agencies are requiring standard or approved high schools to have collections of books equal to or in excess of those required by regional accrediting agencies. For example, the department of public instruction of Indiana requires high schools with enrollments of 200 or fewer students to have libraries with at least a sufficient number of books to amount to 10 volumes per pupil. As library standards become higher small high schools must depend more and more upon the help of public libraries. Through the cooperation of public libraries and schools it is possible to place in small high schools for the entire school terms sufficient books to meet the library standards of accrediting agencies. Miss Askew, the State librarian of New Jersey, says that the small high schools in New Jersey are building up library service through cooperation with county libraries. The county library boards, she says, furnish books, reference material of all kinds, and trained supervision, and local boards of education, school librarians and quarters for the library books.

Legislation that insures adequate financial support for school libraries, the employment of librarians, and State supervision of school libraries is recommended by educationists and librarians as the most satisfactory way of permanently improving the library facilities of small high schools. The laws of 14 States require State, county, or local district financial support for school libraries. In 14 other States the statutes require State and county support only to supplement funds raised locally. Only six States require by law training and certification for public school librarians. Only eight States employ school library supervisors.

The forthcoming study of the secondary schools of the United States, which is to be made by the Bureau of Education, will be the most extensive study that has ever been made on the subject. It should assemble a greater number of facts relating to the library problem of the small high school than have heretofore been available. These facts should furnish the most intelligent basis that we have yet had upon which to recommend legislation that will make possible adequate library facilities for boys and girls attending small high schools.

"I believe that there ought to be a fine school library in every school building. It ought to be open all day and all evening. It should be a beautiful, quiet, restful room of gracious hospitality, for the wise men and women of the world dwell there."—Angelo Patri.

Essentials in Training for School Librarianship

By Edith L. Cook

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TRAINING for any kind of work presupposes an end in view and a knowledge of the scope of the field for which preparation is to be made. It implies a coordination of courses for the purpose of unifying and strengthening such preparation so that the person whom we finally call "trained" may be able to relate his knowledge and ability to the work which is to be done.

The young woman who intends to fit herself for the work of a school librarian knows that her field is definitely that of the school; that education will be at the root of all she undertakes; that her clientèle will be almost entirely teachers and pupils.

What kind of training should be required of such a person? Shall we take our point of view from the school itself and endeavor to adapt the training to the immediate need? Or is it possible to bring to the school a larger point of view, richer in content and adapted in a broader way to the development of book interests which will apply not alone to the immediate present nor to the environment of a particular school?

The question seems to resolve itself into two phases of slightly varying import, to hinge upon two points of view. On the one hand there is pressure brought to bear on a curriculum patterned closely after that of the teacher with the addition of a few technical and book courses, which are limited in nature and content but admittedly necessary to the operation of a school library.

On the other hand, we find a curriculum which stresses library technique, book selection and certain cultural courses which give as we might say the "proper feeling" for books.

The difficulty at the present time seems to be that supporters of these divergent points of view hesitate to consider the question of training from any point of view other than their own. What we ought to do is to study the situation in its entirety regardless of pressure brought to bear from those who would stress the educational side rather than that of library technique or vice versa.

From the Point of View of the Library School Administrator

First of all, what is the work of the school librarian? How does it differ from that of the teacher? How does it differ from that of a public librarian? What are the points common to these three vocations?

In any one of half a dozen sources may be found listed the items which make up the daily round of duties of the school librarian. Apart from these mechanical duties, however, which involve also the use of books to supplement classroom studies and instruction in the use of books, is there not a deeper purpose in justification of the school librarian?

Is it not true that the school librarian must continually keep in mind her responsibility for training young people in library usage, not only for the present and in its application to the school library, but for the future and for the broader uses suggested by the public library or neighborhood branch?

Again, how does this work differ from that of the teacher? Does not the difference lie chiefly in the less formal nature of the librarian's work? The bounds of the curriculum determine largely the amount of free play allowed the teacher in the course to be covered. The necessity of covering a given assignment in a specified field restricts the range of subject. On the other hand, we find the school librarian not only familiar with the book material of both past and present but with an eye on the new books which come in a steady stream from the publishers—continually on the alert to fit the book to the need.

How does the work of the school librarian differ from that of the public librarian? Does not the difference lie in the fact that the school librarian works almost exclusively with teachers and pupils, that a predetermined course of study is in progress, and that the school, to a certain extent, determines the work of the library?

I believe it is this last point which is the crux of the whole discussion of library training. We admit that the school library is primarily for the use of the school, yet we are not agreed as to the relative functions of school and library, and we assume cross-purposes. Should we not rather assume that the school and library as institutions have a single aim, and that each supplements the other in the school library? The school librarian, the teacher, the public librarian—all are working with a common purpose; each is striving to educate through the medium of books and personal counsel.

Address given before the School Libraries Section of the American Library Association, May 16, 1929.

What, then, of the training necessary for a school librarian? What attitude should be assumed by the Library School which undertakes to train young women for the school library? What may the prospective student reasonably expect will be the most suitable training? Let us consider the question briefly from these two points of view.

First of all, from the Library School point of view, let us examine one course of study as a basis. If one were to list the preferred subjects as indicated in library school catalogs and formulated in the "Standards and Curricula in School Librarianship" of the American Library Association, the following subjects are essential: Book Selection and allied topics, Cataloging, Classification, Children's Literature, Story-Telling, History and Administration of Libraries, Library Work with Children, Methods of Teaching the Use of the Library, Reference and Bibliography, and finally, "The place, function, administration and opportunity of the library in the modern school." Add to this, organized field work in libraries and we furnish a broad background of training for the school librarian.

However, it still lacks essentials which would commend it in its entirety to the school-minded person. What readjustments can be made or what alternatives offered which will make such a course unified and better adapted to school libraries of all kinds?

May we not suggest the following: That provision be made for survey courses in Education, and for Psychology as it applies to the child and to the adolescent; also that opportunity be given the student to choose between book courses and field work in their application to the Elementary Grades or High School respectively.

One hardly needs a reminder that schools are growing at a tremendous rate, and that the Elementary School and the High School provide two highly specialized and widely varying types of school library field. The locality which still houses both groups in one building is fast disappearing. In some towns one library provides service for both types of school; but the curriculum of each school is making it necessary for a book collection of one kind for the Elementary School and of another kind for the High School. In this present discussion we are not concerned with the distinctions between the two stages of High School, the Junior and Senior High School respectively.

Many of the students in Library Schools will already have had college courses in some phase of education and general psychology. The courses to be given in the Library School may reasonably assume this preparation and build up its survey courses with their practical application in mind. In any case, Library School graduates who have specialized in a School Library course should not presume to undertake work in the field of a School Library without being informed as to modern educational methods and practices, and ability to understand how to work with pupils and teachers.

From the Point of View of the Library School Student

And now from the point of view of the prospective student: What kind of training is most suitable in preparation for work in a school library? The choice can hardly be left to the student for she cannot anticipate what will arise in the future. But the real test of the course will come when she is on the job and can see the application of her training to the work at hand in the library.

Her preferences as a student for specified subjects of the Library School curriculum must not be allowed to influence the need for other subjects which are essential to her future work. Book Selection will stand out as a favored subject, no doubt, and may well be given first place on the curriculum. However, there are essentials in administration and in technical courses which are obviously difficult but which contribute largely to the sense of satisfaction which the student feels when established at last in a School Library.

The survey of the educational field and the study of individuals which will have been gained from courses in education and psychology respectively, will do much to orient her to school life. These courses need not have been as extensive as that of the teacher, but should provide a basis for further reading and study.

Finally, in ways which are not enumerated in full in this article, the Library School student who accepts a position in a school library should feel that the course has qualified her with an adequate knowledge of books, with the technique of administering a library and of performing the detail incidental to book supply and book uses, and with skill in working with teachers and pupils in their book needs, keeping always in mind book sources available in other libraries and the independent use of library materials by the pupil when he leaves school and must continue these educational processes by himself.

The Library School cannot expect to furnish its students who anticipate work in a school library with all the subjects considered essential by those who have been trained for the teaching profession. From the school point of view this is highly desirable. However, it cannot be required unless the financial return is

adequately proportioned to the time and expense invoved in necessary additional training for the library profession.

The field of books is a large one; ability to work intelligently with books is not learned in a day. The acquisition of books and preparation for use, as well as the actual circulation of books to prospective readers has a technique all its own, evolved through many years of observation and experience. Preliminary field work under the supervision of experienced librarians is of inestimable value in acquainting the student with actual library work and in supplementing the classroom instruction.

The school librarian, like the skilled artisan in any field, must know more than she will probably use; she must be ready to meet not only the daily demands of the school but the unexpected emergency, the special occasion where knowledge of books and how to use them gives her command of the whole library field, not necessarily restricted by the school community in which her library happens to be located.

The Librarian and the Extra-Curriculum Activities Program of the Secondary School

By Joseph S. Butterweck

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WHAT is the librarian's place in the modern junior and senior high school—the school in which the extra curriculum activities are finding an increasingly prominent place as a necessity for a well-rounded education for the adolescent boy and girl?

To discuss this subject intelligently we need, first, define two terms: What is a librarian? What are extra curriculum activities?

When the school librarian first came into existence learning was thought of as a process of memorizing facts worth knowing. Teaching consisted chiefly in assigning things to be memorized and hearing pupils recite. With such an attitude toward teaching and learning there was little need for collateral reading material and reference books: all that the pupil needed to learn could readily be embodied in a textbook placed into his hands. The only subject in which extended reading was regarded as desirable or necessary was English literature. To provide this opportunity the English teacher gradually collected a supply of classics and modern books of supposed literary value which could be used to augment the work of the literature classes. If the school was large enough to have several English teachers, these extra books had to be housed in one place accessible to all English pupils and were naturally placed in charge of some member of the English Department. In addition, the writing of English themes became a requirement of the English composition classes; to write these, reference books are necessary. Debating became an extra curriculum activity, which was an outgrowth of the English Department; commencement addresses had to be prepared. Literary societies existed in various stages of success and needed material for recitation and orations. Each of these activities contributed some new books to the small collection already stored away in an unused corner of the building, each also was an outgrowth from the English Department. The school library thus formed was regarded as an aid to the English instruction of the school and became an adjunct to the English Department. A teacher of English or someone with special aptitudes and interests in English became the librarian and naturally developed the library along the line of her interests and abilities.

The librarian, therefore, was looked upon as the custodian of those literary works and reference books which the English Department considered valuable in the promotion of the phase of secondary education entrusted to it. However, the accepted function of the school has changed and the method of teaching the several subjects is changing. Whereas the organization of the subject-matter and the method of teaching the secondary school subjects was in the past defined by and a part of the pupil's text-books, more and more we find that the project method, the contract plan and the Dalton method have created teaching syllabi which lie outside of the text-books and which require the use of collateral reading and reference books. This development has possibly made the greatest progress in the history or social studies departments, but is also rapidly extending to the sciences. In addition, our junior high schools are now struggling with the club and home-room program, and teachers are required

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to keep pupils profitably busy for from one to five periods a week without using either text-books or a syllabus, and without often being familiar enough with the materials suggested by the club name to provide activities of positive educational value.

Such a change in educational procedure requires some member of the school staff who is thoroughly familiar with the needs of the several school departments and who is so well grounded in his philosophy of education that he not only sees the place of the extra curriculum activities program, but is also alert to suggestive material with which he comes in contact and knows where such material should be used to promote the educational objectives of his school. The librarian is the logical member of the faculty to assume this responsibility.

The librarian then becomes the collector of, custodian of, and salesman for, those learning materials which any one pupil uses only occasionally and which cannot just as efficiently be placed into the hands of the individual teachers for permanent safekeeping.

The science teacher still continues to be the custodian for science laboratory equipment because its use is limited to very few teachers for a specialized type of activity; he also has reference books which are so highly specialized that they would be of interest and value only to his pupils, and which are referred to frequently throughout the year. The librarian, however, becomes the custodian of, or clearing-house for, science slides which may be used by the biology teacher, or the general science teacher, or even at times by the hygiene teacher. The history teacher still continues to be responsible for the safekeeping of maps in frequent use, but the librarian has charge of collections of pictures which would be used periodically by several teachers.

The librarian, however, not only keeps those materials for which teachers ask, but she also collects those new materials which come to her attention in her contact with other libraries, museums, etc., and uses those tactics of salesmanship which will create a demand for their use in the school. She becomes the custodian of, the collector of, and the salesman for, educational material of value to her school.

At the stage in the development of secondary education when a group of pupils met after school with a teacher to promote debating, athletics, a social activity, or the like, the activity was said to be extra curricular—for it took extra time, consisted of an extra kind of activity, was conducted by an extra method, and it usually required extra persuasion for the administration to tolerate it.

The advent of the junior high school made possible the encouragement of these extra activities and the inclusion of some as a required part for the school day. Because of the removal of the extra time element and their encouragement as a vital part of the educational program some contended that they should no longer be classed as extra, but should be regarded as curricular just as the academic subjects are curricular. However, it takes more than an accepted philosophy and time provision to make a curriculum. There must be an available and accepted body of subject-matter so organized and so directed that it aims at the attainment of a desired educational objective. If this is to be the measure of whether an activity is curricular or extra-curricular, we must agree that even clubs and home-room activities are still extra-curricular, for there seems to be no agreement among teachers as to what kind of activities to provide in clubs and home-rooms nor, usually, is there a consistent plan of action with any one teacher.

We must, therefore, place under the heading extra-curricular the clubs and home-room as well as the assembly, school publications, banking, the social program, and the like.

Two of these give our teachers most concern at present because they are required in junior high schools of all pupils and nearly all teachers —the home-room and the clubs. It is in these two fields that we want to define the librarian's place.

All education has one of two functions. If it exists primarily for the purpose of fitting the individual into society it is said to have the function of integration. If it exists primarily for the purpose of developing the individual's aptitudes and interests it is differentiative in character. The work of the elementary school is very largely integrative, it is equipping the pupil with "that common knowledge necessary for all people in a democracy." The work of the secondary school is very largely differentiative—it aims to help the pupil develop his innate abilities and equip him to take his own particular place in life's activities.

However, each of these schools also performs the other function. The elementary school must give a kind of education to those of low intelligence, which is different from the kind given to the normal child. The secondary school must also provide some educational activities which aim to fit the individual into society. The social sciences have come into our curriculum because of their contribution to the integrative function of the secondary school.

The home-room program of the junior and senior high school consists almost wholly of activities which are integrative in nature,

whereas the programs of the clubs aim to carry out the function of differentiation. If this fact is constantly kept in mind by the school, the faculty can so much more intelligently determine not only the kind of activities to allocate to each but also the method to be used in conducting them. I do not want to leave the impression that there should be no differentiating element in the home-room nor an integrating element in the clubs. The very fact that one member of the home-room is elected to preside at meetings, another to act as secretary, another to represent the athletics program of the school, is providing a differentiating education; and the fact that clubs meet in groups and decide upon group activities provides an integrating element. But in the main the home-room exists in order to help the individual become socialized, and the club exists in order to help the social being develop an individuality.

With this thought in mind let us consider the relationship of the librarian first to the library and second to the school.

The wide-awake librarian who loves children has long since discovered that pupils not only like to help in the library but often can render a service which is as efficient as that which is received from adults. Such librarians have also discovered that pupils who help in the library are led to develop an interest in books, for although an interest increases the quality and quantity of an activity a satisfying participation in an activity also develops an interest. By securing the aid of pupils the librarian, therefore, not only profits from their labors but the pupils also profit in the development of interests—one will find something of interest in a book dealing with the wonders of science, another will discover that even an encyclopedia has interesting information, a third that biography is not necessarily dry, and a fourth will find a desirable appeal in a book of poems. The librarian who has discovered that the adolescent's instinctive tendency to be doing things can be used in the library not only to get things done but also to develop new interests in pupils and to deepen old interests has the educational equipment to sponsor a Library Club.

Library Clubs are nothing more than an organized effort to do what the librarian with such an educational intuition has done and is doing with student helpers. Miss Poray, in a well-written article entitled "Student Assistants in a High School Library,"[1] shows how the library club idea can develop from the use of student assistants, although at no time does she use the term Library Club. In it she points to three aims of such an organization: "To train our young people to fill acceptably positions of junior attendants, to discover particularly capable ones and awaken in them the desire for library profession, and to keep out of the profession those who, carried away by the glamor of a good speaker, might drift into the profession and become mediocre workers." It will be noticed that two of the accepted principles of the junior high school are embodied here—that a wholesome civic consciousness results only from a participation in the activities of the civic body, and that exploration of the several vocational fields is the best method by which to discover one's aptitudes and interests.

I believe, however, that the Library Club has another important value. Many pupils who do not have library interests and who would not become particularly proficient library helpers would develop an interest in books by handling books, and by stumbling across articles or pictures which attract their interest. Let us constantly remember that interests result from satisfying activity, just as activity results from interest. Library Clubs that simply aim to explore the vocational interests of pupils are therefore not going far enough. They need also provide an opportunity for pupils to browse among books and thus uncover hidden latent interests.

Two principles are in conflict in this connection: One is to get things done with efficiency and the other is to provide an education for the pupil. The school exists for the latter; the teacher, however, must give due regard to the former if he wants to accomplish what needs to be done. Both are necessary and it is difficult to secure a fair balance. When pupil help is employed in the school in any capacity frequently too much emphasis is placed on getting things done at the sacrifice of providing an education. If librarians admit to the Library Club those who are not particularly proficient in the routine of library work efficiency is sacrificed, but education is usually being provided. What therefore is to be done? I can see no reason why Junior Library Clubs should not be operated, open to all who want to join. The main objective of them should not be efficiency in handling library materials, but rather giving pupils an opportunity to handle books. From these Junior Clubs the librarian could well select his members for the Librarian Assistants Club, the latter to aim to do what the Library Club of our junior and senior high school is now doing, although probably on a higher plane because of the more select group which comprises its membership. In this

[1] *Public Libraries*. 29:208-212.

manner the librarian is providing the differentiation which the club program of our secondary schools is aiming to provide and is doing it by exploring pupils' vocational interests as well as revealing new interests in books.

The librarian can also provide an integrating element through the home-room. It is not sufficient that we are the possessors of something good; unless we can sell this good to others its value is decidedly decreased. The library must constantly be sold to the school. This is being done very effectively in some schools by creating a School Library Committee, consisting of one representative from each home-room. The purpose of this committee is to bring to the attention of the school ways in which the library can be used, new books received, as well as periodicals, books and clippings which can be made available if desired either to the home-room or to classes and clubs. In this way the school is integrated with regard to those elements of education which the library can provide.

The librarian in her relationship with the library therefore furnishes the differentiative element of education through the Junior Library Clubs and the Librarian Assistants Club, and the integrating element through the School Library Committee.

How can the librarian give aid to the teachers in the promotion of their club and home-room programs?

By knowing the general nature of the home-room programs of the school the librarian can be alert to materials which will give ideas to the home-room teacher. These can be placed before the teachers through the Library Committee or through the faculty meetings, if they are of general interest, or by personal appeal if they are only of special interest. For example, a Citizenship Rating Scale comes to the attention of the librarian and it contains elements of citizenship which are new to the school, but which would be of value to the home-room teacher in the development of the civic program of the school. A little handbook on high school manners appears in the librarian's mail containing excellent suggestions for the social program of the home-room. The Bureau of Standards at Washington issues a circular entitled "Safety in the Household," and some of the material will be of interest to the Civic Club, some to the Home Economics Club and some to the Science Club. Why not bring this material to the attention of those who can use it? In this way the librarian becomes a clearing house for new materials, she collects ideas from the many out-of-school contacts which she has and disseminates them within the school. Members of the Librarian Assistants Club can be trained to help in collecting, and the School Library Committee can help in disseminating.

As a clearing house for materials used in clubs the librarian is frequently confronted with the need of borrowing books from larger libraries or even exhibits from museums, industrial plants, or education distributing houses. Many of these materials can be borrowed without cost and are invaluable as visual aids in instruction. In order that this service can be efficiently handled and the element of responsibility established between the school and the lending institution, it must be in the hands of one person.

About the only extra curricular activity which has as yet developed the need for borrowing on any extensive scale is the Book Club. Two types of Book Clubs exist in our junior high school reflecting two attitudes toward literature teaching. In one the club undertakes the study of one piece of literature at a time, analyses it, examines historical, geographical and ethical allusions and finally dramatizes it. The second supplies as many different books as there are different tastes, encourages the reading of these books for pleasure and the selection of elements which make them pleasureable, and as far as possible, brings these to the attention of others. The first is intensive in type, the second extensive; the first is based on a belief that appreciation is developed through an understanding of its elements, the second that appreciation results from a favorable emotional reaction to the thing in its entirety; the first is logical, the second psychological; the first has been the acceptable method of teaching literature since the day of the Roman schools of the time of Quintilian, the second is just now gradually finding a place in our school procedure.

If the second method is to become the prevailing one, and it will in spite of many difficulties, the librarian will have the added responsibility of lending large quantities of books to the various literature classes and book clubs, or the literature teacher will bring her classes to the library. If the latter is to be done, the physical arrangement of the library must change, and alcoves or group reading rooms must radiate around and out from the library, these to be set aside for literature classes and book clubs. This, however, will be quite out of the question for the present because of the change in school architecture necessary. The librarian will, therefore, have to make those contacts with outside libraries and with the Book Clubs and literature classes, which will enable her to supply desired books in quantities so that the library will move to

the classroom, for if the mountain cannot come to Mahomet, because of physical difficulties, Mahomet will have to go to the mountain.

In conclusion, let me reiterate what I stated before. We are in the midst of a change in our conception of methods in secondary education. This change has extended beyond the philosophical stage and is actually being worked out in practice. Although we have no generally accepted best practice as yet, indications point to the conversion of the classroom into a work room and laboratory rather than an assigning and reciting room. In addition many of those activities which are now classed as extra-curricular because of a lack of an organized body of subject matter will become curricular or they will bring about radical changes in the classroom methods of subjects which are now curricular. All of these changes are tending to place greater emphasis on the extensive rather than intensive treatment of subject matter. This requires the use of a much greater variety of materials. Many of these will be of use to more than one teacher and in more than one subject. If these are to be handled in an efficient and economical manner the librarian will find himself selected as the custodian and distributor of them. If the librarian is an aggressive, energetic individual with an educator's attitude toward his position he will also become a collector of, and salesman for, materials of educational value. Because of these changes in one generation the school librarian will find that his profession has grown from that of an English teacher with added duties to liaison officer in charge of materials of instruction, from that of an activity which was considered as extra-curricular for the teacher to one which is of value to the school second only to that of the principal.

The High School Chemistry Library

State Recommendations

By Ralph E. Dunbar

Dakota Wesleyan University, Mitchell, S. D.

THE value and necessity of adequate high school chemistry reference books are generally recognized. The successful teacher will make the greatest possible use of such books that are already available. However, it is often a difficult problem to select the most valuable chemistry books for student use when new ones are purchased. With this thought in mind a careful study was made of numerous state high school manuals to determine their specific recommendations and requirements in chemistry.

Our original purpose was to make the study nation-wide, covering each of the forty-eight states. However, we soon found it practically impossible to secure copies of certain state high school manuals or any other necessary material for this study. At least seven State Superintendents of Public Instruction failed to answer our requests for information, even after the third request was sent, even with the assurance of adequate compensation for their labors or supplies. Twelve other states were unable to supply us with the necessary manuals giving one or more of the following reasons for their non-compliance: "Cannot distribute this manual outside of the state except to state departments," "State laws do not permit the sale of this material," "Supply too limited for free distribution," "Out of print, or supply exhausted," "State law provides for no uniform course of study," and "High School manual contains nothing along this line." A careful study, however, was made of the high school manuals or other similar bulletins supplied by the states of Indiana, Kansas, Kentucky, Minnesota, Missouri, Mississippi, Nebraska, Nevada, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, South Dakota, Vermont, Virginia, Washington, Wisconsin and Wyoming. The material supplied by the states of Alabama, Delaware, Georgia, Michigan, North Dakota, South Carolina, Tennessee, Texas and Utah contained no specific high school chemistry book lists for the use of students as reference reading. We, therefore, made a specific check in the high school manuals of thirty-six states, only twenty of which contained lists of suggested readings for high school students. Only twelve states, therefore, are not covered in this study.

This list, as expected, is predominately "popular," probably to induce students to read widely in the field of chemistry. This is most desirable, for among other benefits it will increase the student's individual achievement, stimulate his desire to proceed further in science, contribute to his scientific attitudes, and will even be beneficial for those who take no more chemistry, for if they are not producers

they may at least be appreciative consumers in chemistry.

Many high school libraries are poorly organized so that students do not have ready access to the chemistry books already available. This problem has been solved in some cases by the establishment of a sub-library in the classroom or laboratory where the volumes are ready for immediate use. Most teachers are familiar with the practice of reading to their classes from a volume and stopping at a most interesting point. Many students will continue this reading under such circumstances. Students should be encouraged to read for recreation rather than as a task to perform wherever possible. It is doubtful if any great love for reference reading by students can be developed by requiring long, detailed and formal reports of such readings. Specific reference should be made to these volumes where pupils may find answers to their questions and problems. And finally, just recognition should be given in any of numerous ways for such reading by students.

The following list is, therefore, based on a careful study of the recommendations and requirements of thirty-six states of the union, and more specifically on the suggested reference book lists for high school chemistry courses as published by the state departments of public instruction of twenty states. It is hoped and believed that these lists in all cases have been carefully prepared. Surely then the frequency of occurrence of each title will indicate something of its adaptability for high school use. Such a compilation should be far more reliable and valuable than any single state list. It is admitted that the advertising methods used by some companies may have influenced the selection of various books in some cases. Likewise it is to be expected that certain recent volumes may have their frequency reduced or not be included in the list at all. Some difficulty was encountered in a few cases in positively tabulating certain items because of obvious errors or omissions of essential details in the state lists studied. However, it is hoped that these have been reduced to a minimum in the final compilation, although no absolute guarantee can be given for its completeness or infallibility. It is submitted for what it may be worth. By limiting this study to high school chemistry reference books the author has no idea of excluding magazines and other sources of information. The list as published contains first the name of the author, title of the book, publisher, and the number of times the title appears in the twenty lists studied.

Only titles of books that appear two or more times in the lists studied are included in this compilation. The complete list may be secured from the author by those desiring a more extensive tabulation.

Slosson, *Creative Chemistry*, (Century), 19.
Duncan, *Chemistry of Commerce*, (Harper), 12.
Martin, *Triumphs and Wonders of Chemistry*, (Van Nostrand), 11.
Philips, *Romance of Modern Chemistry*, (Lippincott), 11.
Sadtler, *Chemistry of Familiar Things*, (Lippincott), 9.
Sherman, *Chemistry of Food and Nutrition*, (Macmillan), 9.
Allyn, *Elementary Applied Chemistry*, (Ginn), 8.
Bailey, *Sanitary and Applied Chemistry*, (Macmillan), 8.
Moore, *History of Chemistry*, (McGraw), 8.
Brownlee et al, *Chemistry of Common Things*, (Allyn), 7.
Findlay, *Chemistry in the Service of Man*, (Longmans), 7.
Hendricks, *Everyman's Chemistry*, (Harper), 7.
Howe, *Chemistry in Industry, Vol. I and II*, (Chemical Foundation), 7.
Lassar-Cohn, *Chemistry in Daily Life*, (Lippincott), 7.
Duncan, *Some Chemical Problems of Today*, (Harper), 6.
Duncan, *The New Knowledge*, (A. J. Barnes), 6
Rogers, *Manual of Industrial Chemistry*, (Van Nostrand), 6.
Smith, *Chemistry in America*, (Appleton), 6.
Snell, *Household Chemistry*, (Macmillan), 6.
Thorpe, *Essays in Historical Chemistry*, (Macmillan), 6.
Thorpe, *Outlines of Industrial Chemistry*, (Macmillan, 6.
Weed, *Chemistry in the Home*, (Am. Book Co.), 6.
Arrhenius, *Chemistry in Modern Life*, (Van Nostrand, 5.
Bird, *Modern Science Reader*, (Macmillan), 5.
Chamberlain, *Organic Chemistry*, (Blakiston), 5.
Deming, *General Chemistry*, (Wiley), 5.
Faraday, *The Chemical History of a Candle*, (Harper), 5.
Martin, *Modern Chemistry and Its Wonders*, (Van Nostrand), 5.
Richards and Elliott, *Chemistry of Cooking and Cleaning*, (Whitcomb and Barrows), 5.
Slosson, *Chats on Science*, (Century), 5.
Vallery-Radot, *Life of Pasteur*, (Doubleday), 5.
Black and Conant, *Practical Chemistry*, (Macmillan), 4.
Gregory, *Discovery, The Spirit and Service of Science*, (Macmillan), 4.
Hale, *American Chemistry*, (Van Nostrand), 4.
Harrow, *Eminent Chemists of Our Times*, (Van Nostrand), 4.
Kahlenberg and Hart, *Chemistry and Its Relation to Daily Life*, (Macmillan), 4.
Mills, *Within the Atom*, (Van Nostrand), 4.
Nichols, *Manual of Household Chemistry*, (Ginn), 4.
Olsen, *Pure Foods*, (Ginn), 4.
Tilden, *Chemical Discovery and Inventions in the 20th Century*, (Dutton), 4.
Wiley, *Foods and Their Adulteration*, (Blakiston), 4.
Benedict, *Chemical Lecture Experiments*, (Macmillan), 3.
Benson, *Industrial Chemistry*, (Macmillan), 3.
Berry, *Chemistry Applied to Home and Community*, (Lippincott), 3.
Bradburg, *An Inductive Chemistry*, (Appleton), 3.

Brownlee et al, *Elementary Principles of Chemistry*, (Allyn), 3.
Chamberlain, *Chemistry in Agriculture*, (Chemical Foundation), 3.
Gibson, *Chemistry and Its Mysteries*, (Lippincott), 3.
Hodgman and Lange, *Handbook of Chemistry and Physics*, (Chemical Rubber Co.), 3.
Mellor, *Introduction to Modern Inorganic Chemistry*, (Longmans), 3.
Newell, *General Chemistry*, (Heath), 3.
Philip, *Achievements of Chemical Science*, (Macmillan), 3.
Slosson, *Keeping Up with Science*, (Century), 3.
Smith, *Elementary Chemistry*, (Century), 3.
Smith, *General Chemistry for Colleges*, (Century), 3.
Soddy, *The Interpretation of Radium*, (Putnam), 3.
Treadwell and Hall, *Analytical Chemistry, Vol. I and II*, (Wiley), 3.
Abel et al, *The Future Independence and Progress of American Medicine in the Age of Chemistry*, (Chemical Foundation), 2.
Bailey, *The Source, Chemistry, Use of Food Products*, (Blakiston), 2.
Baskerville, *Municipal Chemistry*, (McGraw), 2.
Brownlee et al, *Foundations of Chemistry*, (Allyn), 2.
Chapin, *Second Year College Chemistry*, (Wiley), 2.
Clarke, *Boy's Book of Chemistry*, (Dutton), 2.
Cohen, *Theoretical Organic Chemistry*, (Macmillan), 2.
Collins, *The Wonders of Chemistry*, (Crowell), 2.
Comstock and Troland, *The Nature of Matter and Electricity*, (Van Nostrand), 2.
Conn, *Bacteria, Yeasts and Molds In the Home*, (Ginn), 2.
Cressy, *Discoveries and Inventions of the 20th Century*, (Dutton), 2.
Cushman, *Chemistry and Civilization*, (Badger), 2.
Darrow, *The Story of Chemistry*, (Bobbs-Merrill), 2.
Fabre, *Wonder Book of Chemistry*, (Century), 2.
Farrell, *What Price Progress*, (Putnam), 2.
Foster, *Romance of Modern Chemistry*, (Century), 2.
Getman, *Outlines of Theoretical Chemistry*, (Wiley), 2.
Gray et al, *Fundamentals of Chemistry*, (Houghton), 2.
Hawk, *Practical Physiological Chemistry*, (Blakiston), 2.
Hessler and Smith, *Elementary Chemistry*, (Sanborn), 2.
Hildebrand, *Principles of Chemistry*, (Macmillan), 2.
Holmes, *General Chemistry*, (Macmillan), 2.
Hopkins, *Scientific American Encyclopedia of Formulas*, (Munn & Co.), 2.
Howe, *Chemistry in the World's Work*, (Van Nostrand), 2.
Howe and Turner, *Chemistry and the Home*, (Scribner), 2.
Irvin, Rivett and Tatlock, *Elementary Applied Chemistry*, (Row), 2.
Keitt, *Chemistry of Farm Practice*, (Wiley), 2.
Lefebure, *Riddle of the Rhine*, (Chemical Foundation), 2.
Lowry, *Historical Introduction to Chemistry*, (Macmillan), 2.
McCullum, *The Newer Knowledge of Nutrition*, (Macmillan), 2.
McCoy, *Introduction to General Chemistry*, (McGraw), 2.
McPherson and Henderson, *Chemistry and Its Uses*, (Ginn), 2.
Mahin, *Quantitative Analysis*, (McGraw), 2.
Mendel, *Nutrition: The Chemistry of Life*, (Yale U. Press), 2.
Millikan, *The Electron*, (Univ. of Chicago Press), 2.
Norris, *Organic Chemistry*, (McGraw), 2.
Noyes, A. A., *Qualitative Chemical Analysis*, (Macmillan), 2.
Ostwald, *Conversations of Chemistry*, (Wiley), 2.
Partington, *General Inorganic Chemistry*, (Macmillan), 2.
Prescott and Johnson, *Qualitative Chemical Analysis*, (Van Nostrand), 2.
Ramsey, *The Gases of the Atmosphere, The History of Their Discovery*, (Macmillan), 2.
Remsen, *Organic Chemistry*, (Heath), 2.
Shenstone, *The Methods of Blowing Glass*, (Longmans), 2.
Sherman and Smith, *The Vitamines*, (Chemical Catalogue Co.), 2.
Slosson, *Sermons of a Chemist*, (Century), 2.
Slosson and Caldwell, *Science Remaking the World*, (Doubleday), 2.
Smith, *Intermediate Chemistry*, (Century), 2.
Smith, *Introduction to General Inorganic Chemistry*, (Century), 2.
Smith and Hall, *The Teaching of Chemistry and Physics*, (Longmans), 2.
Smith and Kendall, *College Chemistry*, (Century), 2.
Snyder, *Chemistry of Soils and Fertilizers* (Macmillan), 2.
Spring, *Nontechnical Chats on Iron and Steel in Industry*, (Stokes), 2.
Stewart, *Chemistry and Its Borderland*, (Longmans), 2.
Turner et al, *The Condensed Chemical Dictionary*, (Chemical Catalogue Co.), 2.
Venable, *A Short History of Chemistry*, (Heath), 2.
Vivian, *Everyday Chemistry*, (Am. Book Co.), 2.
Vulti and Goodell, *Household Chemistry*, (Chemical Publishing Co.), 2.
Williamson, *Vocational Chemistry*, (Lippincott), 2.
Witham, *Recent Developments of Physical Science*, (Blakiston), 2.

College Library Budgets in the South, 1927-1928

By Lucy E. Fay and Lydia M. Gooding
Columbia University School of Library Service

FOR the purpose of getting information about library budgets in the smaller liberal arts colleges of the South with a view to working out attainable standards, this study has been made and the general results are here given. Some budget suggestions are offered with the hope that they might be of service to the smaller institutions.

The basis of the investigation is the information received in reply to letters sent out in February, 1929, to the librarians of colleges[1] on the accredited list of the Association of

Colleges and Secondary Schools of the Southern States, with the exception of twelve State and four endowed universities. Statistics for these had already been compiled for 1927-1928 by Mr. McMillen, librarian of Louisiana State University.

Ninety-nine requests for information were sent, seventy-eight to senior colleges and twenty-one to junior colleges. Forty-four replies were received from the former and eight from the latter. The junior college list was based on the accredited list of the Association of Colleges and Secondary Schools of the Southern States and the Directory of Junior Colleges, 1928.[2]

The information requested covered the following topics: 1. Faculty, number of full time; 2. Students, number enrolled; 3. Building: separate or shared, seating capacity; shelving capacity; 4. Total volumes; 5. Books added 1927-28, by purchase; by gift; 6. Periodicals, number subscribed for and cost; 7. Total appropriations, 1927-28: for books; periodicals; salaries; student help. No attempt was made to find out the total college expenditures.

The replies received were, in most cases, full and from the remarks of many of the librarians in their accompanying letters, it is evident that appropriations for the next year are considerably better in a number of colleges.

Statistics never tell the whole tale. These figures have been checked several times by two people and the totals and averages are, we think, accurate. It should be remembered, however, that they give a relative idea merely of expenditures, and for one year only. For purposes of commensurate comparison, the colleges have been arranged in groups according to the size of their student body and the results are tabulated:

	Group I Below 500 Students 17 Colleges	Group II 500-1000 Students 12 Colleges	Group III 1000-2000 Students 13 Colleges
Faculty, size of	319	610	1,153
Students, no. of....	5,569	10,443	17,392
Staff (full time)...	20	37	56
1 staff to no. stud.	278	282	310
1 staff to no. fac..	21	16	20
Total no. vols......	224,778	390,399	458,939
Aver. vols. per stud.	40.36	37.38	26.38
Aver. vols. per fac.	536	640	398
Total expenditures .	$53,616.76	$95,291.64	$168,887.51
Aver. per student.	11.51	10.07	11.81
Aver. per faculty.	146.49	164.01	162.39
Expend. books, pers.	$21,571.53	$25,676.07	$69,487.66
Aver. per student.	4.63	3.77	4.86
Aver. per faculty.	58.93	61.40	66.81
Expend. for salaries	$32,045.23	$59,615.57	$99,399.85
Aver. per student.	6.88	6.30	6.95
Aver. per faculty.	87.55	102.61	95.57

In addition there were two institutions with a student enrollment of over 2000. The figures for these are not complete, but they are suggestive. The twelve State and four endowed institutions for which Mr. McMillen obtained the figures offer the most important results for comparison with colleges in other sections of the country and the next table gives the averages for these two groups.

	Group A Over 2000 2 Colleges	Group B Various Size Student Body 16 State and Endowed
Faculty, size of	417	3,145
Students, no. of	4,619	36,780
Staff (full time)	14	174
1 staff to no. students.....	329	211
1 staff to no. faculty.....	29	18
Total no. of volumes	130,000	1,796,106
Aver. vols. per student.....	28	48.8
Aver. vols. per faculty.....	311	571
Total expenditures	$44,234.30	$659,373.00
Aver. per student	9.57	17.92
Aver. per faculty	106.07	209.65
Expenditures books and pers..	.....	341,487.00
Aver. per student	.....	9.28
Aver. per faculty	.....	108.58
Expenditures for salaries	.....	317,886.00
Aver. per student	.....	8.64
Aver. per faculty	.....	109.07

It is evident from the figures in these two tables that the averages do not approach either the typical or the recommended budgets suggested by the American Library Association Committee in its *Budgets, Classification and Compensation Plans for University and College Libraries*[3]. The average total student expenditure in these groups ranges from $9.57 to $17.92 and the A. L. A. Committee recommends $25 per student. It is interesting to note the average expenditure per student in libraries of other sections of the country. On the Pacific Coast[4] the average is $16.97; in New England[5] $23.69, while Mr. Jacobsen gives a per capita average of students and instructors for the libraries of the Middle West[6] as "slightly more than $12."

That appropriations are not adequate the librarians themselves know full well, the wonder is that they have in many instances been able to provide any library service at all. College administrators are not sufficiently aware

[1] The list does not include teachers colleges.

[2] Campbell, D. S. *A Directory of the Junior College.* American Association of Junior Colleges. Nashville, Tenn., September, 1928.

[3] A. L. A. Committee on Classification of Library Personnel. *Budgets, Classification and Compensation Plans.* Chicago, American Library Association, 1929. 75 p.

[4] Ludington, F. B. Standards reached by the smaller college libraries of the Pacific Coast. *News Notes of California Libraries.* Jan. 1928, v. 23:4-6.

[5] Lewis, W. P. Is "cost per student" a fair standard of comparison of college libraries in book and salary budget? *Libraries,* July, 1926, v. 31:356-7.

[6] Jacobsen, K. T. Mid-west college library budgets. LIBRARY JOURNAL, March 1928, v. 53:263-5.

of library needs and costs and until that awareness is aroused and adequate funds provided, the important service the library should give the institution cannot be developed.

The average total expenditures of these libraries for 1927-28 are:

Group 1 (17 libraries)	$3,829.76
Group 2 (12 libraries)	8,662.87
Group 3 (13 libraries)	15,353.41
Group A (2 libraries)	22,117.15
Group B (16 libraries)	41,210.81

SUGGESTED LIBRARY BUDGETS FOR THE SMALLER COLLEGES

Of the colleges in group 1, five libraries spent considerably more than the average of $3,829.46 and a few indicated that the next year's appropriation would be larger. Considering $4,000 as a reasonable minimum appropriation for the library in the colleges in this group, the following budget is suggested as an urgent goal for those libraries that have not yet reached this figure.

Total annual library appropriation		$4,000
Librarian (1 year library school training)	$1,800	
Assistant (½ time for ten months) (summer school training)	600	
Books, periodicals and binding	$1,600	
Books	$1,000	
Periodicals	200	
Binding	300	
Supplies and incidentals	100	
Total	$4,000	

For those libraries that have a total appropriation of only $3,000, it will be even more necessary to cut the garment according to the cloth and not try to do the impossible. Library hours must be shortened if there is not money enough to employ responsible assistants to cover the reading rooms. A professionally trained librarian is just as essential for the smaller college and the reduction should not come by getting along on cheap, untrained assistants. A suggested budget is:

Total annual library appropriation		$3,000
Librarian (1 year library school training)	$1,800	
Books, periodicals and binding	$1,000	
Books	$650	
Periodicals	150	
Binding	200	
Supplies and student help	200	
Total	$3,000	

A college with a total annual income as low as $50,000, as some institutions are starving on, would do all it could reasonably be expected to do, if it allocated 4 per cent of that amount ($2,000) to the library as the A. L. A. Committee recommends. Such an amount, however, would not be sufficient to pay the salary of one professional librarian and buy the books and periodicals needed for the year's work.

JUNIOR COLLEGES

The returns from the Junior Colleges were too few, eight out of twenty-one, to give sufficient data for study. From the replies received the following averages have been compiled:

Faculty, size of	28.6
Students, number of	400.2
Staff (full time)	11
1 staff to no. student	36.4
1 staff to no. faculty	2.6
Total no. vols.	52,413
Average vols. per student	13
Average vols. per faculty	18.3
Total expenditures (exclusive of 1 library)	$23,549.75
Average per student	6.19
Average per faculty	87.54
Expenditures books and periodicals (exclusive of 1 library)	8,028.35
Average per student	2.11
Average per faculty	29.84
Expenditures for salaries	15,521.40
Average per student	4.08
Average per faculty	57.70

Keeping Up with Campus Events

By Gertrude M. Suess

Circulation Librarian, Oregon State Agricultural College, Corvallis

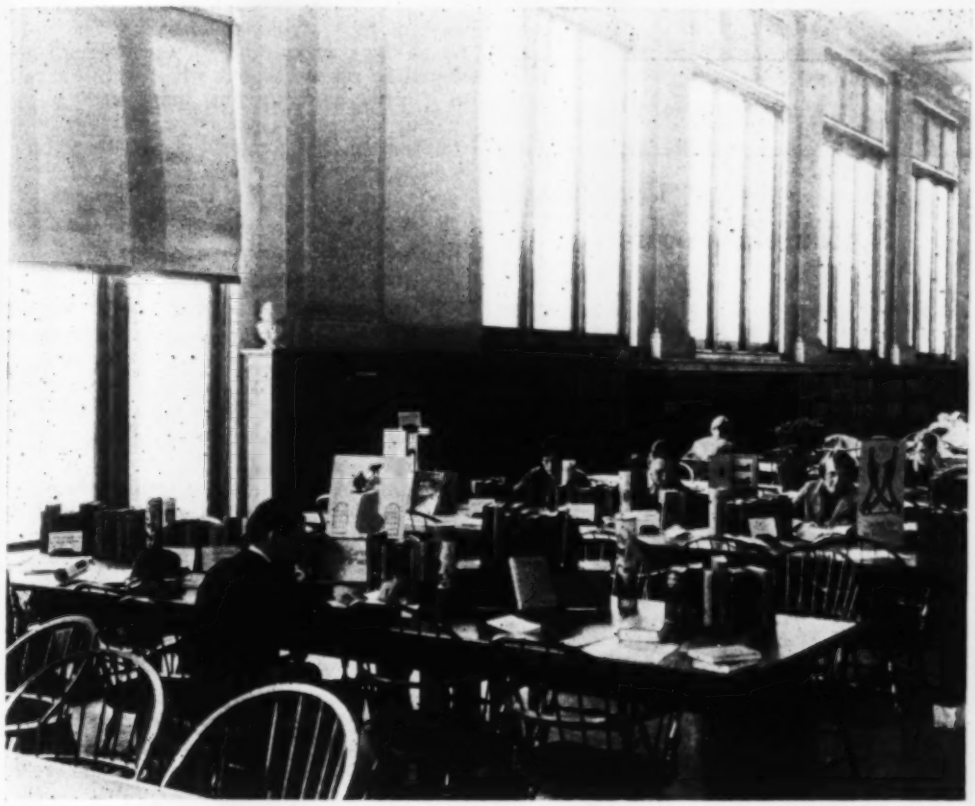
AIDING students to "step into a profession" through a comprehensive survey of various vocations and an insight into individual aptitudes as well as the general qualifications for success in a given vocation is an accomplished fact on the Oregon State College campus during the annual Educational Exposition which is held every year. This exposition is not instituted as a means of advertising and exploiting the college, but has the fixed purpose of giving the youth about to enter college an idea of the practical workings of an educational institution, and what he may hope for by way of vocational training.

How It Is Done

Both the student and teacher delegates come from the high schools of the state, intent upon learning all they can during the two days they are on the campus, for their own use, and to take back a comprehensive idea of vocational guidance as a report to their schools. During the Exposition everything on the campus is turned over for the inspection of the public, so that visitors may literally see "how the wheels go round." Every one of the ten schools and nearly all of the sixty or more departments —Commerce, Mines, Home Economics, Dairy, Horticulture, Chemistry, Engineering, Physics, Pharmacy and Forestry—display their wares.

The Library's Part

The college library has a splendid opportunity of bringing to the attention of the students some of its material on vocational and educational guidance and other subjects and picture collections, unusual books and suggestions for recreational reading exhibits are used to arrest attention. This last year one of the exhibits which was used for suggesting books for pleasure reading was a "Books for the Beach" display. A resourceful member of the staff reproduced a beach scene featuring good books for vacation reading which proved to be not only a clever display, but a popular attraction. "Stepping into your life work" was one phase with which the library cooperated in bringing to the attention of the delegates. Publishers furnished up-to-date material; the school of vocational education contributed the standard books that have been published along vocational lines, and these and other agencies, together with the resources of the college library, brought together many books which excited the very earnest attention of the numerous visitors.



Special Exhibit of Vocational Guidance Books at the Oregon State Agricultural College Educational Exposition in 1929

THE
LIBRARY JOURNAL

September 15, 1929

Editorial Forum

IN the very heart of the school is the school library pulsing with the activities of classroom, laboratory and extra-curricular activities. The wide-awake school librarian will find that she is supplying books for other purposes than study. If a pupil is to do his work intelligently, he must, of course, have at hand and learn to use and read a number of books which bear directly on his studies. But it is also desirable that he should cultivate a taste for general reading, and this is often developed by his reading books on those subjects he has become interested in through extra-curricular activities. About the only extra-curricular activity which has as yet developed the need for borrowing books on an extensive scale is the Reading Club within the school, as Mr. Butterweck points out in this issue in his study of extra-curricular activities and the library. Many of the activities now classed as extra-curricular will in the near future become curricular, and these changes will place greater emphasis on the extensive treatment of subject matter. Each year will bring closer co-operation between the work of the classroom and the library; a more decided effort will be made to direct the reading of boys and girls along the lines of extra-curricular interests, and an encouragement to individual research will be made. What happens in the school library will be, if it is not already, the index to the character of the school itself.

* * *

THE school librarian may well be regarded as the liaison officer in touch with the educational work of the schools on the one side and the libraries on the other. The post is, therefore, one of exceeding interest and value, and naturally requires an unusual combination of training in library methods and in school relations and the same sympathetic interest which we expect from the children's librarian. The full value of the school librarian has yet to be recognized, but we are making progress in this direction. The school librarian is at the very beginning of the education road, a guide who may direct the young student on the right way and thus influence all future years. Modest as the post may be for the present, there should be reward to one who makes the most of it in the assurance that many lives, as they develop thereafter, will owe their early inspiration to this combination of the librarian and the teacher.

* * *

THE school library looms larger on the horizon of educators today than it ever has before. The public library has long been recognized as an integral part of public education, but the need for a good working library as a part of the equipment in individual schools had not been generally emphasized, although many engaged in school work have been developing that special field of library work to a high degree of efficiency. Miss Lathrop, in an excellent paper on the "Library in the Small High School," given elsewhere in this number, shows an interesting comparison between the high school library of twenty years ago, which was only a bookcase in the principal's office, and the high school library of today, which is as necessary a part of the school regime as laboratory, auditorium or gymnasium. Even with this forward step in school library efficiency, it is startling to realize that only six States in the Union require for school librarians the same training and other requirements as for teachers. Surely the most satisfactory way of permanently improving the library facilities of public schools will be by legislation that insures adequate financial support and the employment of special school librarians.

* * *

AT the summer meeting of the Massachusetts Library Club on Cape Cod there was interesting discussion at one of the Round Tables on the always present problem of the relations of graduates of library schools and of library assistants of experience within the library. In these discussions the example of the elder librarians of prominence and success, who had no library school training because there were no library schools in the days of their youth,

is always brought to attention. On the other hand, many of these librarians candidly express their regret that library schools had not given them the benefit of special training, and Anne Wallace Howland, who organized one library school and became the head of another expresses that regret keenly. In the smaller libraries especially, where there is insufficient money to pay proper salaries, local people of library experience generally have the right of way, but even when salaries are equalized there is much to be said on behalf of the promotion of library assistants within the library rather than bringing in new people from recent classes of library schools. Probably this question must always be before chief librarians, with varying answers according to local circumstances. Mr. Compton's report at the Washington meeting on the inadequate salaries of library assistants, a most valuable statistical report, of which a summary will be printed in our next issue, shows that in a large proportion of cases present library salaries are inadequate to afford personal needs, and it is a proven case that library salaries in general should be much higher than they are today, especially when comparison is made with the salaries of teachers, so fairly increased of late.

* * *

EVER since the Library of Congress began its great service supplying catalog cards for libraries throughout the country, there has been constant appeal that the D. C. numbers should be included in addition to the L. C. classification. The use of the D. C. system is so general that the addition of these numbers would be an immense saving of time and, therefore, of money in thousands of libraries, but the Library of Congress has not felt that it could go to further expense outside of its immediate requirements in cataloging data, especially as the bibliographical information on the present cards is afforded the libraries without cost, the price being determined solely by the duplicating expense. The effort which is now being made through the cataloging and classification committee of the A. L. A. with the full support of the national association and with the assent of the Librarian of Congress to provide the necessary means for the publication of D. C. numbers on the present card is worthy of all praise. That this would be a great gain need scarcely be argued, and the present question is whether sufficient libraries will come to the front in pecuniary support of the enterprise. It would be a pity indeed if the present effort, after a quarter century of endeavor, should fail.

Library Chat

IN the early days of the A. L. A. the concealed names of authors furnished a happy hunting ground for library investigators, and in the earliest volumes of the LIBRARY JOURNAL James L. Whitney conducted a department of pseudonyms and anonyms and changed titles, information regarding the latter being brought together in his little volume, *A Modern Proteus*. The most famous examples in this field within a generation have been the long concealment of Helen Hunt behind the pseudonym of Saxe Holm, the secret having been for long known only to R. W. Gilder, then editor of the *Century*, and not even to his editorial associates and the anonymous publication of Mark Twain's serious biography of Joan of Arc published serially in *Harper's Magazine*, the authorship known only to its editor, H. M. Alden, and to one member of the publishing family. Nowadays there is a new kind of puzzle in what may be known as homonyms, i.e., where there are two authors of the same name. Among examples are the names of Robert Herrick, the poet of two centuries ago, and Robert Herrick, the writer of today; Winston Churchill, he of England, and his American cousin, Winston Churchill, whose political relations are chiefly through his novels, though for a time he was a candidate for office; and the English essayist, Robert Lynd, and the American social investigator, Robert S. Lynd, who recently published his survey of a western city under the title of *Middletown*. Another kind of homonym is where two books have been published under the same titles, of which there are examples not a few, which may be added to the curiosities of literature and librarianship.

* * *

A BERKSHIRE newspaper reports a library occurrence, interesting if true! A library patron crossing the main street held up traffic for a few minutes by the manner in which he was carrying a book. The gentleman was carrying a bright red covered book, which he held in a peculiar position in front of himself, and when he reached the edge of the street stopped for the cars to pass. However, the first driver thought the book was a signal to stop, and within a few minutes there was a long line of cars drawn up. After wondering for a while what had taken place, the man walked across the street in front of the cars, not realizing that his book had been taken as a danger signal.

School Library Notes

How the St. Paul Public Library Guides Teachers

Resources of the Library for Teachers

A. Types of collections issued by the School Division.
   1. Teachers' Collection books for personal and professional use.
   2. Teachers' reference groups for history, geography, literature, etc., for use with the children in the individual classrooms.
   3. Classroom library sets.
      Groups of 35 to 50 books in a case available to every classroom in the city except in the upper grades of those schools which have library deposits. (In those schools, cases are sent through the lower grades.) These sets may be exchanged any time during the year at the discretion of the teacher.
   4. Supplementary reading sets.
      Sets of books of one title sent to all grades in all public schools.

B. Visual aids and Victrola records.
   Visual aids ordered by telephone or delivered by truck will be charged to the teacher's name and school.
   All visual aids, when called for at the library, must be charged on the teacher's card.
   Teachers sending students for material must send the teacher's card or present a written order signed by the teacher.
   Borrowers are responsible for all damages to the visual aids or Victrola records.
   1. Slides—loaned for three days and may be transported by truck one way.
   2. Stereographs—two boxes loaned at a time for two weeks. One stereoscope to accompany the views.
   3. Mounted pictures and postcards in the art department — number unlimited — time limit, two weeks.
      Mounted pictures in Children's Room—twenty-five at one time—time limit, one week.
      Postcards in Children's Room—forty at one time—time limit, one week.
   4. Victrola records—loaned for one week on the teacher's card.
      N. B.—Records are not delivered by truck.

Use of Library Card

1. Teachers should always present library cards when borrowing books for *personal* use.
2. Teachers' reference groups sent to schools are charged to the teacher's name and school.
3. Teachers wishing to take books with them from other departments than the School Division for *professional* use may have them charged to their name and school. If they wish to have books sent to the school, they may so indicate to the desk attendant, who will forward them to the School Division for delivery at the regular time.

Definitions—
Personal use means the use of books loaned to a teacher for her own improvement as a teacher or for her own personal pleasure.
Professional use means the use of books loaned to a teacher for use with the pupils.

Time Limit on Books

1. Books in the Teachers' Collection are issued for one month only.
2. Teachers' reference groups sent to schools are issued for one month only. Books and magazines included in these collections borrowed from departments other than the School Division must be returned within the time limit designated in the books.

Renewals and Extensions

1. No renewals or transfers are allowed on material borrowed from the library.
2. Time may not be extended on material borrowed from divisions other than the School Division, except by permission of the Division Chief.
3. Exceptions—
   a. In cases of Teachers' Collection Books time may be extended,
      1. If there are other copies on the shelves.
      2. If there are no reserves waiting.
      3. Subject to recall.
   b. In cases of teachers' reference groups time may be extended,
      1. If the books are from the School Collection.
      2. If there are no other calls for material on that particular subject.

Fines

1. Teachers are required to pay fines on all overdue books charged to them for personal use.
2. Teachers are not expected to pay fines on large reference collections sent to schools for

classroom use, but will be held responsible for the replacement of lost or mutilated books.

Number of Books Loaned

1. Personal use—
   Teachers may borrow for personal use ten books, four of which may be fiction.
   This rule is observed in all departments of the library.
2. Professional use—
   Teachers' reference groups sent to schools are to be unlimited as to number, in so far as the resources of the library permit.

Ordering Collections

1. Teachers are asked to place their requests for reference groups at least one day before their school delivery, in order that sufficient time and thought may be given to the assembling of such groups.
2. When teachers request definite titles which the library is unable to supply, the library will substitute other titles unless the teacher indicates otherwise.
3. Teachers are requested to give pupils a written order for presentation at the desk when sending to the library for special groups of books, slides, pictures, etc.

School Library Yearbook

NUMBER THREE of the *School Library Yearbook*, compiled by the Education Committee of the American Library Association, is half the size of the preceding issue (pap., 99p., $1.35). Administration of School Libraries, which as Part II formed the largest section in Number Two, holds first place in the new volume. A useful bibliography on school libraries, July, 1926-July, 1928, has been compiled by Meta Schmidt and others. The usual reports on school library progress throughout the country in 1928, and a directory of children's librarians who are members of the A. L. A. (the directory in the preceding issue was of school librarians), complete the record.

A Supplement

A SUPPLEMENT 1926-1928 to the *Standard Catalog for High School Libraries*, listing 682 books and 465 pamphlets, has been sent free of charge to the subscribers to the first two parts of the Catalog. The price of the Supplement to non-subscribers is $1.80 (Wilson, 1929, pap., 244p.). It includes as usual a classified list of books followed by a full dictionary catalog of all books included.

School Librarians, Attention!

AT the 1928 A. L. A. Conference, the Children's and School Librarians' Sections voted to send a collection of children's books to the Lincoln Library in Mexico City. Part of the gift—"One Hundred Representative Children's Books"—was on exhibit at the School Libraries booth at Washington. That collection, containing many beautiful editions, represented gifts from many publishers, who responded very generously to requests for books.

Funds are now needed to defray the expenses of the picture book collection which it was decided to send in addition to the more general collection of children's books, and which represents the real gift of the members of the sections. The Children's Section at Washington voted very generously to defray half the amount needed (about $150). Our section, alas, does not have funds to meet our share, but we have already received some contributions from interested librarians.

Dues from school librarians have been collected in a rather desultory fashion at the annual conferences, and come from a small proportion of our members. Surely there are many others who would like to become active members of the section, and perhaps share also in this friendly gift to the boys and girls of Mexico. The constitution specifies fifty cents as annual dues. This may be sent in stamps, check or money order to the secretary-treasurer, Miss Helen Harris, University of Tennessee, Knoxville, Tenn. Gifts, other than dues, from members of the section or anyone interested will be welcome and may be sent to the same address.

ANNIE SPENCER CUTLER,
Chairman, School Libraries Section.

First Training for High School Librarians

THIS summer the University of Mississippi offered its first training for high school librarians under the direction of Whitman Davis, Librarian of the University. The courses in Reference, Book Selection and High School Library Administration were designed to meet the needs of teachers in Mississippi high schools who wished to enter the school library field. Miss Grace Winton, Librarian, Northwestern High School, Detroit, did the teaching in place of Miss Catherine Mills Love, whose withdrawal from the work was caused by illness. The class was smaller than it would have been if Junior standing had not been required of all applicants. A high order of work was done by this first class in library training.

The First World Library Congress

Rome-Venice, June 15-30, 1929

By Theodore Wesley Koch
Librarian, Northwestern University

Exhibition at Bologna

In Bologna, which boasts of having the most famous Italian collection of musical rarities, there was held an exhibition of musical books, scores and manuscripts. On the occasion of the formal opening of the exhibit in the Anatomical Hall of the Archiginnasio, Professor Fava spoke of it as one of the first of its kind attempted in Italy. He thought that it was sure to attract the fullest attention, not only from bibliographers, but also on the part of the many devotees of the oldest of the arts, the one that has always caused the heart to beat faster, has softened the hardest natures and turned minds to feelings of goodness and gentility. Bologna is the center of a district in which music has always constituted one of the strongest passions of men, a sign of the more intense humanity, of the higher thought, of the greater progress, and this from the beginning of the Middle Ages when culture and civilization had found humble but powerful homes in the Benedictine monasteries. From these radiated the first light, the first scientific movement in the surrounding regions, and it was at Nonantola, a few miles from Bologna, that the first musical systems were elaborated, and there were kept alive the most ancient musical traditions. From Nonantola there sprang up those schools of singing which had such a following throughout the province of Emilia in the thirteenth century in the cathedrals, in the Franciscan and in the Dominican monasteries, of which there is an echo in the important manuscripts of that century. Later, the courts and the nobility came into Emilia to give a lively impulse to the passion for music, and in this respect the Estense Court constituted during the fifteenth and sixteenth centuries a happy asylum not only for letters but also for art and music. Therefore, the best Italian and foreign musicians flocked thither.

The exhibit was housed in six rooms. In the first of these, known as the *Stabat* room, because here took place the performance of Rossini's *Stabat Mater*, directed by Donizetti, there were collected the most interesting manuscripts and autographs, including medieval works on musical theory and practice. In the other rooms were gathered musical incunabula and early sixteenth century books, unique or very rare motets and madrigals, the old editions of instrumental music in general and of the lute in particular; sixteenth century books on musical theory, cantatas, music for the violin and for cymbals, and old foreign editions of Italian music.

Report continued from the Sept. 1, 1929, Library Journal.

Official Closing

Amid the imposing splendor of the Senate Chamber in the Doges' Palace, with one of Tintoretto's glorious paintings for a canopy and another for a background, the official closing of the Congress took place, the platform staged as for a veritable pageant. There were various expressions of appreciations of the hospitality extended to members of the Congress, and Dr. Andrew Keogh, as president of the American Library Association, spoke as follows:

"On behalf of the American Library Association, I felicitate the Congress on its accomplishments and particularly on its permanent establishment, and I have the honor to express to our Italian hosts the warm gratitude of the American delegation.

"Our knowledge of Italy's dramatic history and of its important contribution to civilization has been increased and vivified by the extraordinary wealth of artistic, literary and historical treasures that have been spread before us. In particular we have been greatly pleased to see so many exhibitions of manuscripts and rare editions, and the scholarly catalogs and lectures by their learned curators have added greatly to their interest and value.

"It gives me much pleasure to express our recognition of the generous hospitality shown to us, not only by His Majesty the King, and by governmental authorities, but also by the numerous organizations and institutions whose fortunate guests we have been. To you personally, dear Senator Cippico, I give our special thanks for your constant attention to our welfare and our happiness.

"We shall also carry back across the Atlantic a deep impression of the accomplishments of the Italy of today, of the virile race that is old but is also young, and we share your belief in the glorious future of your country."

As an expression of faith in the present day

library movement, and with the hope of furthering the cause of libraries, the following resolution was read in Italian, French, German, Spanish and English:

"Before dispersing, the members of the first World's Library and Bibliographical Congress solemnly declare that, in the domain of higher education, as well as in the field of popular instruction, the library should be placed in the first rank of existing organizations, for without the library it would not be possible for the investigator to extend the boundaries of knowledge, nor for the people to continue their self-education.

"Therefore, State and municipal authorities should encourage and develop libraries equally with the universities and schools, not only with reference to their budgets, but also with respect to technical, intellectual and social matters.

"That only thus will the different countries be provided with the means necessary to the cultivation of the spirit and intellectual advancement which are the highest ends of civilization."

Book Reviews

BOOKS ON THE WORK OF THE LEAGUE OF NATIONS CATALOGED IN THE LIBRARY OF THE SECRETARIAT, 1920-1927. League of Nations, Geneva. 274 p. Price, $1.00. World Peace Foundation, Boston, American agents.

The 2341 "Books on the Work of the League of Nations Cataloged in the Library of the Secretariat, 1920-1927," are all listed in the bibliography of that name, recently published by the League of Nations. This volume is classified according to subject treated, irrespective of language, while under each subject the works are listed chronologically. In the United States it may be obtained from the World Peace Foundation, Boston.

Nearly 350 works from this list, or one-seventh of the entire collection, are of American origin, either written or published in the United States. Most of these naturally concern spheres where American interest has always been greatest, such as the World Court, prostitution and the drug traffic, the Geneva Protocol, and the whole question of League sanctions in relation to the United States. By contrast, practically no material has come from America on the subjects of minorities and mandates, or—strange to note—on the League's economic activities.

The catalog aims to deal with questions only in their relation to the League. It does not, for example, give a complete bibliography of the mandates question (one was published by the Mandates Section in 1926). Articles from periodicals are also excluded from the list, unless reprints of these have been sent to the Library as pamphlets. It is dated Jan. 1, 1928, and will be followed by supplements published at regular intervals.

New Edition of Mudge Ready

A PROFESSIONAL tool which has become invaluable to librarians has just come into its fifth thorough revision, Isadore G. Mudge's *Guide to Reference Books*. The new volume of her earlier editions has been published by the American Library Association. Nearly 3000 standard reference books, American, English and foreign, are carefully evaluated and their functions studied in detail.

British Museum Reading Room

FIFTY years in the Reading Room of the British Museum, fourteen of which were spent as its superintendent, have made G. F. Barwick, late Keeper of Printed Books, the logical author of what he describes as a "short chronicle history" (*The Reading Room of the British Museum*. London: Ernest Benn, Ltd., cl., 175p., 10s. 6d.). The varied personalities who have frequented the Reading Room from its quarters in Montagu House to its present habitation, designed by Panizzi, and formally opened on May 2, 1857, have given Mr. Barwick the material for a book as entertaining as it is informative. It was an American, H. C. Shelley, who wrote in 1911 of the Museum: "There is probably no reading room in the world where the student is so well cared for, so quickly served and so free from officialism."

Among the specimens of curious questions asked by readers occurs this: "One day, I think it was in 1895, a gentleman came up to the center and said in rather a loud voice, 'I want to see the Bloody Catalog.' The staff with hair erect and all the readers within earshot watched the superintendent as he gently reproved the applicant for his pre-*Pygmalion* language and indicated the position of the Museum Catalog; but the gentleman replied: 'I don't want to see *your* catalog, I want the Bloody Catalog, the list of traitors who signed the death-warrant of the Royal Martyr.' His want was speedily supplied, but he ought to have worn a white rose in his buttonhole."

Book News

Pulitzer Prize Awards—1916-1928—In Letters

Year of Publication

NOVEL

1916 No award.
1917 POOLE, ERNEST. *His Family.* Macmillan.
1918 TARKINGTON, BOOTH. *The Magnificent Ambersons.* Doubleday.
1919 No award.
1920 WHARTON, MRS. EDITH N. (JONES.) *The Age of Innocence.* Appleton.
1921 TARKINGTON, BOOTH. *Alice Adams.* Doubleday.
1922 CATHER, WILLA S. *One of Ours.* Knopf.
1923 WILSON, MARGARET. *The Able McLaughlins.* Harper.
1924 FERBER, EDNA. *So Big.* Doubleday.
1925 [1]LEWIS, SINCLAIR. *Arrowsmith.* Harcourt.
1926 BROMFIELD, LOUIS. *Early Autumn.* Stokes.
1927 WILDER, THORNTON N. *The Bridge of San Luis Rey.* A. & C. Boni.
1928 PETERKIN, JULIA. *Scarlet Sister Mary.* Bobbs-Merrill.

[1]Declines prize.

PLAY

1916 No award.
1917 [1]WILLIAMS, JESSE LYNCH. *Why Marry?* Scribner.
1918 No award.
1919 O'NEILL, EUGENE G. *Beyond the Horizon.* Liveright.
1920 GALE, ZONA. *Miss Lulu Bett.* Appleton.
1921 O'NEILL, EUGENE G. *Anna Christie.* Liveright.
1922 DAVIS, OWEN. *Icebound.* Little.
1923 HUGHES, HATCHER. *Hell-Bent Fer Heaven.* Harper.
1924 HOWARD, SIDNEY COE. *They Knew What They Wanted.* Doubleday.
1925 KELLY, GEORGE. *Craig's Wife.* Little.
1926 GREEN, PAUL. *In Abraham's Bosom.* McBride.
1927 O'NEILL, EUGENE G. *Strange Interlude.* Liveright.
1928 RICE, ELMER L. *Street Scene.* French.

[1]Originally published in 1914 under the title, *And So They Were Married.* Revised as it was finally produced in 1917.

HISTORY

1916 JUSSERAND, J. A. A. J. *With Americans of Past and Present Days.* Scribner.
1917 RHODES, JAMES FORD. *History of the Civil War.* Macmillan.
1918 No award.
1919 SMITH, JUSTIN H. *The War with Mexico.* Macmillan.
1920 SIMS, WILLIAM SOWDEN. *The Victory at Sea,* in collaboration with Burton J. Hendrick. Doubleday.
1921 ADAMS, JAMES TRUSLOW. *The Founding of New England.* Atlantic.
1922 WARREN, CHARLES. *The Supreme Court in United States History.* Little.
1923 MCILWAIN, CHARLES H. *The American Revolution.* Macmillan.
1924 PAXSON, FREDERIC L. *History of the American Frontier, 1763-1893.* Houghton.
1925 CHANNING, EDWARD. *The History of the United States (the War for Southern Independence).* Vol. 6. Macmillan.
1926 BEMIS, SAMUEL FLAGG. *Pinckney's Treaty.* Johns Hopkins.
1927 PARRINGTON, VERNON LOUIS. *Main Currents in American Thought.* Harcourt.
1928 SHANNON, FRED ALBERT. *The Organization and Administration of the Union Army, 1861-1865.* Arthur H. Clarke Co., Cleveland.

BIOGRAPHY

1916 RICHARDS, MRS. LAURA E. (HOWE), and others. *Julia Ward Howe.* Houghton.
1917 BRUCE, WILLIAM C. *Benjamin Franklin.* Putnam.
1918 ADAMS, HENRY. *The Education of Henry Adams.* Houghton.
1919 BEVERIDGE, ALBERT J. *The Life of John Marshall.* Houghton.
1920 BOK, EDWARD. *The Americanization of Edward Bok.* Scribner.
1921 GARLAND, HAMLIN. *A Daughter of the Middle Border.* Macmillan.
1922 HENDRICK, BURTON J. *The Life and Letters of Walter H. Page.* Doubleday.
1923 PUPIN, MICHAEL I. *From Immigrant to Inventor.* Scribner.
1924 HOWE, M. A. DE WOLFE. *Barrett Wendell and His Letters.* Atlantic.
1925 CUSHING, HARVEY. *The Life of Sir William Osler.* Oxford.
1926 HOLLOWAY, EMORY. *Whitman, an Interpretation in Narrative.* Knopf.
1927 RUSSELL, CHARLES EDWARD. *The American Orchestra and Theodore Thomas.* Doubleday.
1928 HENDRICK, BURTON J. *The Training of an American. The Early Life and Letters of Walter H. Page.* Houghton Mifflin.

VERSE[1]

1921 ROBINSON, EDWIN ARLINGTON. *Collected Poems.* Macmillan.
1922 MILLAY, EDNA ST. VINCENT. *Eight Sonnets. (In American Poetry: A Miscellany, 1922.) A Few Figs from Thistles. The Harp-Weaver.* Harper.
1923 FROST, ROBERT. *New Hampshire . . . with Notes and Grace Notes.* Holt.
1924 ROBINSON, EDWIN ARLINGTON. *The Man Who Died Twice.* Macmillan.
1925 LOWELL, AMY. *What's O'Clock.* Houghton.
1926 SPEYER, MRS. LEONORA (VON STOSCH). *Fiddler's Farewell.* Knopf.
1927 ROBINSON, EDWIN ARLINGTON. *Tristram.* Macmillan.
1928 BENÉT, STEPHEN. *John Brown's Body.* Doubleday.

[1]Awards began for year 1921.

Municipal Reference Library Notes

THE Municipal Reference Library, 512 Municipal Building, New York, a branch of the New York Public Library, publishes weekly, except during July and August, the *Municipal Reference Library Notes*. This weekly is now in its 15th volume and it has not missed an issue. Therefore, it has come to be depended upon by its constant readers. The fact that a complete analytic index is published for each volume at the end of the year makes it possible to use the *Notes* as a source for reference to civic publications. The library and its staff have spared no efforts during all these years since October, 1914, to make it a dependable list, one to be relied upon from a bibliographical standpoint by researchers and librarians. The primary purpose of the *Municipal Reference Library Notes* is for circulation among the officials and employees of the City of New York to inform them of the resources of their library, to give news of municipal activity, what the local municipal government is doing and publishing, and what other large cities are doing in civic affairs. Perhaps the major feature of the *Notes* is the so-called "Current Civic Literature," which is actually a classified list of recent books, pamphlets and magazine articles on municipal topics. By means of this weekly list, attention of the city employees is readily called to such books and articles as may be of interest to them in their daily work. They check this list, and come or send to the library for those titles which interest them. Immediately upon publication of the *Notes* librarians alert to its possibilities asked for the privilege of securing the issues of the *Municipal Reference Library Notes*, and a mailing list became a necessity very soon. It was entered as second-class matter at the Post Office in New York on Dec. 18, 1914. The publication was of most interest to other municipal reference libraries throughout the country, but public libraries also wanted it, and in recent years special libraries other than municipal reference libraries make use of it. In this way the *Notes* have come to be used by many libraries as a check list for civic material. It has been the library's practice to print the call number of the book in the lists which enable the assistant in this library to locate the desired title at once. This was done for rapidity in serving the city official when he comes to the library. However, to the libraries which check the lists the call numbers of this library are of little value. The libraries' need is for the name and address of the publisher, association or source from which the given title can be secured. It has not been our policy during all these years to include any source information that could be used in ordering. But more and more the libraries urge the Municipal Reference Library to include names and addresses of sources, because the libraries use the *Notes* as a check list and find themselves at a disadvantage when ordering titles checked. We have always assured our inquirers that we are glad to supply the names and addresses for given titles at any time. But we have not felt that we could afford space in our *Notes* to include such information for the convenience of librarians. The many indexes by H. W. Wilson are published for that purpose. At a recent library conference a discussion concerning the use of the *Municipal Reference Library Notes* as a check list for municipal documents and pamphlets arose. Its usefulness for this purpose was praised, but the disadvantage of the names and addresses not being included in the list was again emphasized. May the editor of the *Notes* call the attention of the librarians to the fact that, if a yearly volume of *Public Affairs Information Service* is used, most of the addresses for associations and publishers can be readily found? The order clerk who uses the sources readily available can get the majority of the addresses—probably 90 per cent of the titles listed in the *Notes*. The amount which is published in the *Notes* each week is, of course, limited—we print from four to sixteen pages, depending on the amount of material. The number of titles in any given issue of the *Notes* for which the name and address of the source is difficult to find is usually small—perhaps only two to five titles. In order to assist the librarian ordering from the *Notes* as a check list, the Municipal Reference Library has decided to include the name and address of the few titles with obscure sources. Beginning with the Sept. 4, 1929, issue of the *Notes*, you may, therefore, find an occasional address given in the lists. This may seem like an inconsistency, but we are doing it as a favor to the librarians. The "Monthly List of New York Publications," which appears the second week of each month in the *Notes*, is the only complete check list for documents of the City of New York which is printed. If it is used by librarians as a check list, it is well to address all requests for such documents to the Municipal Reference Library.

New Aviation Books

AMONG the new aviation books are listed four publications by the Norman W. Henley Publishing Co.: *Modern Aircraft*, *Everybody's Aviation Guide* and *Modern Aviation Engines*, written by Victor W. Pagé, and *Aerial Navigation and Meteorology*, written by Captain Lewis A. Yancey.

Motion Pictures Based on Literature

EACH fall the National Board of Review of Motion Pictures publishes a list of selected book-films to be used in conjunction with the observance of Book Week, sponsored by the National Association of Book Publishers. In order to bring this information on films adapted from published sources up-to-date, a semi-annual list of pictures reviewed and selected during the period November, 1928, to April, 1929, is prepared. The current list is as follows:

BARKER, THE. From the play by Kenyon Nicholson. Star: Milton Sills. 9 reels. First National.

BONDMAN, THE. From the novel by Sir Hall Caine. Star: Norman Kerry. 8 reels. World Wide.

BRIDGE OF SAN LUIS REY, THE. From the novel by Thornton Wilder. Star: Lily Damita. 10 reels. Metro-Goldwyn-Mayer.

CANARY MURDER CASE, THE. From the novel by S. S. Van Dine. Stars: William Powell and Louise Brooks. 7 reels. Paramount.

CHARLATAN, THE. From the novel by Ernest Pascal. Star: Holmes Herbert. 7 reels. Universal.

CLEAR THE DECKS. From the novel *When the Devil was Sick* by E. J. Rath. Star: Reginald Denny. 6 reels. Universal.

CONQUEST. From the novel *The Candle and the Wind* by Mary E. Taylor. Star: Monte Blue. 8 reels. Warner.

COQUETTE. From the play by Ann Preston Bridges. Star: Mary Pickford. 9 reels. United Artists.

DIVINE LADY, THE. From the novel by E. Barrington. Star: Corinne Griffith. 12 reels. First National.

DOCTOR'S SECRET, THE. From the one-act play *Half an Hour* by Sir James Barrie. Star: Ruth Chatterton. 6 reels. Paramount.

DREAM OF LOVE. From the play *Adrienne Lecouvreur* by Eugene Scribe and Ernest Legouvé. Stars: Joan Crawford and Nils Asther. 9 reels. Metro-Goldwyn-Mayer.

DRY MARTINI. From the novel by John Thomas. Stars: Matt Moore and Mary Astor. 7 reels. Fox.

DUMMY, THE. From the play by Harvey O'Higgins and Harriet Ford. Star: Mickey Bennett. 6 reels. Paramount.

FOUR DEVILS. From the novel by Guy Fowler. Star: Janet Gaynor. 12 reels. Fox.

GIRL ON THE BARGE, THE. From the novel by Rupert Hughes. Star: Sally O'Neill. 8 reels. Universal.

HIS CAPTIVE WOMAN. From the novel *The Changeling* by Donn Byrne. Stars: Milton Sills and Dorothy Mackaill. 8 reels. First National.

HOLE IN THE WALL, THE. From the play by Fred Jackson. Star: Claudette Colbert. 7 reels. Paramount.

IN DELARNA AND JERUSALEM. From the novel by Selma Lagerlöf. Stars: Lars Hanson and Conrad Veidt. 14 reels. Ernest Mattsson.

IN OLD ARIZONA. From the story *The Cabellero's Way* by O. Henry. Star: Warner Baxter. 9 reels. Fox.

IRON MASK, THE. Based on *The Three Musketeers* and *The Man in the Iron Mask* by Alexandre Dumas. Star: Douglas Fairbanks. 11 reels. United Artists.

INTERFERENCE. From the play by Roland Pertwee. Stars: Evelyn Brent and William Powell. 7 reels. Paramount.

LETTER, THE. From the play by Somerset Maugham. Star: Jeanne Eagels. 7 reels. Paramount.

MAN WHO CHEATED LIFE, THE. Suggested by Edgar Allan Poe's *William Wilson*. Star: Conrad Veidt. Affiliated European Production.

MASKS OF THE DEVIL, THE. From the novel *The Masks of Ervin Reiner* by Jacob Wasserman. Star: John Gilbert. 8 reels. Metro-Goldwyn-Mayer.

ME-GANGSTER. From the novel by Charles Francis Coe. Star: Don Terry. 7 reels. Fox.

MOTHER KNOWS BEST. From the story by Edna Ferber. Star: Madge Bellamy. 9 reels. Fox.

NED MCCOBB'S DAUGHTER. From the play by Sidney Howard. Star: Irene Rich. 7 reels. Pathé.

NOAH'S ARK. From the novel by Arline De Haas. Star: Dolores Costello. 11 reels. Warner.

NOTHING BUT THE TRUTH. From the play by James Montgomery. Star: Richard Dix. 8 reels. Paramount.

ON TRIAL. From the play by Elmer Rice. Stars: Pauline Frederick and Bert Lytell. 9 reels. Warner.

RIVER, THE. From the novel by Tristram Tupper. Star: Charles Farrell. 9 reels. Fox.

REDSKIN. From the novel by Elizabeth Pickett. Star: Richard Dix. 9 reels. Paramount.

REVENGE. From the novel by Joseph Warren. Star: Dolores Del Rio. 7 reels. United Artists.

SATURDAY'S CHILDREN. From the play by Maxwell Anderson. Star: Corinne Griffith. 8 reels. First National.

SEVEN FOOTPRINTS TO SATAN. From the novel by A. Merritt. Star: Creighton Hale. 7 reels. First National.

SHOW BOAT. From the novel by Edna Ferber. Star: Laura La Plante. 13 reels. Universal.

SHOW GIRL. From the novel by J. P. McEvoy. Star: Alice White. 7 reels. First National.

SINGING FOOL, THE. From the novel by Hubert Dail. Star: Al Jolson. 10 reels. Warner.

SMOKE BELLEW. From the novel by Jack London. Star: Conway Tearle. 7 reels. Big Four.

SYNCOPATION. From the novel *Stepping High* by Gene Markey. S[illegible]: Barbara Bennett and Bobby Watso[illegible] 8 reels. RKO.

VIKING, THE. From the novel *The Thrall of Lief the Lucky* by Ottilie A. Oiljencraintz. Stars: Pauline Stark and Donald Crisp 9 reels. Metro-Goldwyn-Mayer.

WILD PARTY, THE. From the novel *Unforbidden Fruit* by Warner Fabian. Star: Clara Bow. 8 reels. Paramount.

WOMAN OF AFFAIRS, A. Based on the novel *The Green Hat* by Michael Arlen. Star: Greta Garbo. 10 reels. Metro-Goldwyn-Mayer.

Motion Picture Recommendation

THE latest motion picture to be previewed and recommended by the committee of the Los Angeles library staff, as described in Miss Freeman's paper in the JOURNAL for June 15, is *Evangeline*, based on the familiar Longfellow poem, directed by Edwin Carewe, with Dolores Del Rio as the heroine. The Cleveland Public Library prepared the appended list, which at the request of the local exhibitor and at his expense has been printed in bookmark form and distributed by the library and the theater while the picture is being shown in Cleveland. The list is printed for its suggestive value to libraries in other towns where *Evangeline* may be shown.

EVANGELINE

"When she had passed it seemed like the ceasing of exquisite music."

H. W. Longfellow

Books suggested by the photoplay
Ask for them at the
Public Library

(Insert name of library)

POEMS OF ACADIA

LONGFELLOW—Evangeline

CARMAN—Low Tide on Grand Pré; Above the Gaspereau

THE EVANGELINE COUNTRY—THE PARTING

CLARKE—"The Shadow of Blomidon," in "Longfellow's Country"

FARIS—"Around the Nova Scotia peninsula," in "Seeing Canada"

TOWNE—Ambling Through Arcadia

WILLSON—Nova Scotia

PHILADELPHIA—THE REUNION

"Journeys End in Lovers' Meeting." Twelfth Night.

SHACKLETON—"Within the Nooked Courtyard," in "The Book of Philadelphia"

ROMANCES OF ACADIA AND THE ACADIANS

CABLE—Bonaventure
"A Prose Pastoral of Acadian Louisiana"

CATHERWOOD—The Lady of Fort St. John
Acadia in 1649; a story based on historical records

ROBERTS—The Prisoner of Mademoiselle
A Boston privateersman at the mercy of a fair Acadian

ROBERTS—A Sister to Evangeline
"How Yvonne de Lamourie went into exile with the villagers of Grand Pré"

LONGFELLOW

"A student of old books and days." The Wayside Inn

GORMAN—A Victorian American, Henry Wadsworth Longfellow

SKINNER—An echo from Parnassus
Memories of Longfellow

This list is printed by courtesy of

(Name of theatre)

Now Showing

"EVANGELINE"

Library Organizations

Ohio Library Association

THE thirty-fifth annual meeting of the Ohio Library Association will be held at the Hotel Sinton, Cincinnati, on Oct. 9, 10 and 11. The opening general session will be held at 2.30 on the afternoon of Oct. 9, and that evening will be given over to a talk by John Cowper Powys, followed by a reception. On Thursday evening the Association dinner will be followed by a talk by Prof. P. D. Sherman of Oberlin College. The College and University Librarians, Children's Librarians and Reference Librarians will have meetings on Thursday morning, Oct. 10. The Catalog Section, Larger Libraries Section and Small Libraries Section will meet on Friday morning, Oct. 11. Opportunities will be given to visit the libraries of the University of Cincinnati, the Hebrew Union College and a number of high school libraries, as well as the Rookwood Pottery, Cincinnati Art Museum and other places of interest.

Georgia Library Association Meeting

THE Georgia Library Association held its biennial session in Rome, Ga., April 29, 30 and May 1, 1929. Miss Margaret Jemison, Librarian of Emory University, Georgia, and President of the Association, presided.

At the first general session, Monday afternoon, Miss Barker, Director of the Library School and Librarian of the Carnegie Library, Atlanta, discussed the training of teacher librarians to meet the requirements of the standards as established by the Southern Association of Colleges and Secondary Schools; Miss Julia Wright Merrill, Executive Secretary of the Library Extension Committee of the American Library Association, spoke on phases of A. L. A. extension work, and Miss Wyeth, Librarian of the Savannah Public Library, gave a valuable talk on book reviews, discussing the relative merits and usefulness of *Books, The Saturday Review* and the *New York Times* Book Review section, with brief description and criticism of the book-reviewing features of some of the more general periodicals.

Monday night the librarians in attendance were the guests of the trustees of the Rome Public Library at a delightful dinner, followed by a meeting at which the chief speaker was Dr. W. A. Shelton, Professor of Hebrew and Old Testament Literature at Emory University, Georgia. His address, on "The Archives of the Past," was accompanied by slides, the photographs for which he himself had made on an archæological tour.

On Tuesday morning J. H. Durgin of the Trade Department of Macmillan Company, gave an interesting talk on the making of books. The morning was then given over to round-tables. Miss Elizabeth Havenkotte, Librarian of the Valdosta Public Library, led the Public Libraries group. Miss Wyeth read a paper on library mergers; Mrs. Brown of the Public Library of Forsyth, spoke on inventory in a small library; Miss Ella May Thornton, State Librarian, gave a paper on the usefulness of Georgia state publications, and Miss Mildred Ham of the Georgia Department of Archives and History described the resources and work of her department. The College section was presided over by Miss Sallie Boone, Librarian of Mercer University, Macon. Miss Katharine Carnes gave a talk on Wesleyan College's new library and Miss Annie Belle Weaver on the library of the new Emory Junior College in Valdosta. There were also reports from college librarians present and a general discussion of college library problems. Miss Helen Daughtry, Head of the Children's Department of the Washington Memorial Library, Macon, conducted the Children's Work Section, and gave an interesting discussion of standards in book buying for children, distributing a mimeographed list of titles to avoid. Other subjects presented were: Ways of Attracting Children to the Library; Cooperation Between Librarian and Teacher; Teaching the Use of the Library; Books for the Intermediate Grades; Book-Week Activities, and Vacation Reading Clubs.

The afternoon session was devoted to a school-libraries round-table, led by Miss Beverly Wheatcroft, Secretary of the Georgia Library Commission. Spencer McCallie of the McCallie School for Boys in Chattanooga, Tenn., was the first speaker. His address was on the subject of the high school library from the schoolman's point of view. Miss Mary Frances Cox, head of the boys and girls room of the Carnegie Library, Atlanta, outlined the cooperative plan between library and school in Atlanta, and Miss June Rainsford, Librarian of the Academy of Richmond County in Augusta, gave a talk on the high school library. At the last meeting, held Wednesday morning, Mr. Brockman of the Bookmobile gave an interesting account of his travels.

At this meeting the following officers were elected: Miss Sally M. Akin, President; Miss Elizabeth Havenkotte, First Vice-President; Miss Nelle Reece, Second Vice-President; Miss Katharine Carnes, Secretary-Treasurer.

In the Library World

Prison Library Research

THE sum of $3,000 has been given to the A. L. A. Committee on Institution Libraries to conduct prison library research in Massachusetts for one year. The money comes from the Bureau of Social Hygiene, New York, through the influence of the Hon. Sanford Bates, at present Commissioner of Correction for Massachusetts, but recently appointed Superintendent of Federal Prisons. It comes to Massachusetts because this state has five classified state prisons for men and several county jails, thus offering a wide field of activity, and also because the Chairman of the A. L. A. Committee on Institution Libraries, Miss E. Kathleen Jones, is on the staff of the Massachusetts Division of Public Libraries and in charge of state and county institution libraries. The committee has for several years been trying to finance a prison library demonstration. Its members have felt that until a man librarian could go into the men's prisons and practically live there for at least a year the most vital problems of administration and book selection could not be satisfactorily solved. This plan is now made possible, and Mr. Myron W. Fuller, an assistant in the Haverhill, Mass., Public Library, begins his year among the Massachusetts prisoners immediately. He will work under the direction of Miss Jones and the A. L. A. Committee on Institution Libraries. This committee will welcome from librarians the titles of books which would be especially suited to prison libraries. Please send them to Miss E. K. Jones, 212B State House, Boston, Mass.

Building Closed Prevents Large Circulation

IN the librarian's report for the year from the Deborah Cook Sayles Public Library of Pawtucket, R. I., the statistics show an apparent falling off in the circulation. In 1927 a total of 243,715 books were circulated, in 1928 a circulation of 230,144, a difference of 13,571. During the summer months the building was closed for seven weeks, and during the same period in 1927 there was a circulation of 33,324, which shows that if the library had been open there would have been about 20,000 circulation increase over the preceding year. The new patrons of the library have been increased by the registration of 1612 adults and 1169 juveniles, making an increase of 2761, and 1488 adults and 429 juveniles renewed, making a total for the year of 4698. A total of 4112 volumes have been added; by purchase, 3827, by gift, 152, and by binding, 133.

New Library at Sweet Briar, Va.

THE Mary Helen Cochran Library is growing rapidly and gives hope that it will be ready for occupation at the beginning of another college year. This Library is the gift of Fergus Reid of Norfolk, Va., one of the Board of Trustees, as a memorial to his mother, for whom it is to be named. Not only great joy is felt by everybody on the campus and by the alumnæ at the prospect of this beautiful building, but great relief is experienced that the thought that the book collection, which is not large but well selected, will soon be in safer quarters. Sweet Briar has a collection of George Meredith of high value, which was bequeathed by the late Elmer James Bailey, Professor of English at the college for the last years of his life. One highly prized item of the collection is the Spicer-Simpson bronze medallion of Meredith, of which only three copies exist, one of them being in the British Museum, and another owned by Lord Morley. The Meredithiana will have a special room in the new library. It is now in a fireproof building, not the library.

Madison, New Jersey, Reports an Outstanding Year

THE report of the Librarian of the Madison Public Library, N. J., states that the year 1928 was an outstanding one as to circulation. The total number of volumes issued was 49,542, an increase of 5219 volumes over 1927. This unusual gain in circulation has been approached only twice in the history of the library. In 1912 the increase was 3823 and in 1919 it was 3847. In both cases the library had been closed for some time the preceding year because of epidemics. In 1911 it was scarlet fever, and in 1918 it was the "flu." The increase this year is not due to troublous times, for 1927 was a normal year and a busy one. Every month of 1928 showed an increase over the corresponding month of 1927.

Increased Activities at the Robbins Library

THE report of the Librarian of the Robbins Library, Arlington, Mass., shows a year filled with increased activities. The circulation of books reached 169,619, a gain of 29,098 over last year. This raised the per capita circulation from four to five per capita. The greatest increase came at the main desk at the Central Library, where the gain was 19,197. The rest has been made at the Heights and East Branches, where the work has nearly doubled.

Among Librarians

School Libraries

Elvera L. Bianchi, Simmons '25, will be the school librarian at the Wellesley High School at the opening of the fall session.

Mrs. Edna A. H. Deane, Syracuse '28, has been appointed librarian at the Orlando Senior High School, Orlando, Fla.

Lucile F. Fargo, having completed the revision of the curriculum study text on school libraries, is now undertaking a specialized study of the elementary school library and will make Cleveland her headquarters during the fall.

Marian Van Arnam, Syracuse '19, is librarian at Huntington High School, Huntington, L. I.

Public Libraries

Natalie T. Huhn, temporarily with the Board of Education for Librarianship, American Library Association, will become librarian of the Oshkosh Public Library, Wisconsin, Sept. 1.

Esther Sollie, Syracuse '28, has been children's librarian at the Oneonta Public Library, N. Y., since March 1.

Ella May Thornton, Atlanta '09, has been reappointed State Librarian of Georgia for a term of four years beginning January, 1930.

Special Libraries

Lilian Lewis, Pratt '26, has been appointed librarian of the American Woman's Association, New York City.

Eleanor Midwood, Simmons '27, has accepted the position of third cataloger, Hispanic Society of America, New York City.

Caryl Miller, Simmons '24, is now an assistant at the Standard Statistics Company, New York City.

Elizabeth F. Smith, Simmons '26, will join the staff of the Bookshop for Boys and Girls, Boston, in the fall.

College and University Libraries

Anne Goodloe Browne, Pratt '25, cataloger at Wells College, succeeds Miss Alice E. Sanborn, Pratt '98, who is retiring, as the librarian at Wells.

Anne Clark Jillson, New York State '24, died in Chicago, Ill., Sept. 29, 1928, following an operation. Miss Jillson had been for several years assistant librarian at Baker University, Baldwin, Kan., and was on leave of absence to do graduate work.

Miss Winser Selected as Librarian

MISS BEATRICE WINSER, formerly assistant director and assistant secretary of the Newark Museum, has been appointed acting director to succeed the late John Cotton Dana.

Miss Winser, who was also named successor of Mr. Dana as librarian of the Newark Public Library, served with him as assistant librarian for twenty-nine years. She joined the staff of the public library in 1889, the year after Frank P. Hill was named librarian. She became assistant librarian under him in 1900. In 1901 he left to become head of the Brooklyn Public Library and Miss Winser was in charge of the Newark library until Mr. Dana came the following year. In 1915 came to her the honor of being the first woman appointed to any municipal governing board in Newark. On January 13 of that year she was made a member of the Board of Education where she served until February 5, 1917, when she tendered her resignation. While she served on the board, she was appointed assistant director and assistant secretary of the Newark Museum Association and was authorized to act for Mr. Dana—the director and secretary—during his absence from the city. She was a member of the A. L. A. Council from 1909-1912 and president of the New Jersey Library Association in 1907-1908.

Opportunities

This column is open to librarians.

Wanted October 1—Cataloger for a college library. College and library school graduate with some experience preferred. Salary $1,560 to start. N-12.

Wanted—Experienced reference librarian for University of British Columbia, Canada. Student enrollment 2200. Book collection, 75,000. Duties to commence on or before October 1. Give qualifications fully and state salary expected. Send replies to Librarian, University of British Columbia, Vancouver, Canada.

Wanted—Experienced librarian for Indiana library in city of 35,000. Must be a college graduate with library school degree. Cataloging experience a requisite. O-12.

Wanted—General assistant by a library in the Middle West to aid in the catalog and high school departments. Full education and professional training desired. Opportunity for advancement within the year, if ability warrants. P-15.

Library school graduate with technical, administrative and teaching experience would be interested to hear of a position in one of the following fields: Readers' adviser, book selection or order department, training class instructor, curator of special collection. P-16.

Position wanted near New York City by college and library school graduate with over ten years' experience. Desires head of a small library, head of a department or county work. P-17.

Librarian with twenty years' experience, fifteen in college libraries, desires position in Washington, D. C. P-10.

Business librarian, college and library school graduate, with six years' experience in business-technical library, available as chief librarian in commercial organization or to organize business branch of public library. P-11.

Librarian, with training and excellent experience, interested in desirable position. Cataloging or organizing preferred, but would consider administering small library. P-12.

College and library school graduate with experience as librarian of college and special libraries wants position in or near Washington, D. C. P-13.

Librarian with five years' experience desires change. Graduate University of Colorado and Los Angeles Library School. Prefers Colorado or other Western State. P-14.

College graduate with library training and six years' experience in college libraries desires a library position. Administrative work or cataloging preferred. O-14.

Cataloger and indexer, with twenty-five years' experience, desires position in New York City. O-10.

Young woman with library school training and six years' experience in various phases of college work desires position in a Southern college or university. Public documents a specialty. O-11.

Wanted—Position in public library by a librarian experienced in circulation and cataloging departments. Any location. Good references. O-13.

THE CALENDAR

Sept. 18-19—New Hampshire Library Association, Annual Meeting at Concord, N. H.

Sept. 24-25—Vermont Library Association, Annual Meeting at Springfield, Vt.

Oct. 3-5—Michigan Library Association, Annual Meeting at Grand Rapids, Mich.

Oct. 4-5—American Library Institute Meeting at Stockbridge, Mass.

Oct. 7-12—New York Library Association, Annual Meeting at Lake Placid, N. Y.

Oct. 9-11—Ohio Library Association, Annual Meeting at Cincinnati, Ohio.

Oct. 9-11—Wisconsin Library Association, Annual Meeting at Wausau, Wis.

Oct. 9-12—South Dakota Library Association, Annual Meeting at Rapid City, S. D.

Oct. 10-11—Colorado Library Association, Annual Meeting at Greeley, Colo.

Oct. 10-11—Kentucky Library Association, Annual Meeting at Georgetown, Ky.

Oct. 14-16—Iowa Library Association, Annual Meeting at Des Moines, Iowa.

Oct. 16-18—Illinois Library Association, Annual Meeting at Urbana, Ill.

Oct. 17-18—Nebraska Library Association, Annual Meeting at Beatrice, Neb.

Oct. 17-19—Missouri Library Association will meet at Jefferson City, Mo.

Oct. 17-19—Massachusetts Library Club, Joint Meeting with Western Massachusetts Library Club at Curtis Hotel, Lenox, Mass.

Oct. 21-22—Southeastern Library Association, Special Meeting at Chapel Hill, N. C.

Oct. 22-25—Pennsylvania Library Association, Annual Meeting at Pocono Manor, Pocono Summit Station, Pa.

Oct. 23-25—Indiana Library Association, Annual Meeting at Gary, Ind.

Oct. 30-Nov. 2—Texas Library Association, Biennial Meeting at Waco, Tex.

Nov. 1-2—Virginia Library Association, Annual Meeting at Lynchburg, Va.

Nov. 7-8—Indiana Library Trustees Association will meet at Indianapolis, Ind.

Nov. 17-20—Children's Book Week.

Nov. 21-23—Mississippi Library Association, Annual Meeting at Jackson, Miss.

Dec. 30-31—Midwinter Meeting of the American Library Association, Drake Hotel, Chicago, Ill.

Advance Announcements of Fall Books of Interest to Libraries

COKESBURY PRESS
Nashville, Tenn.

MAN'S SOCIAL DESTINY IN THE LIGHT OF SCIENCE

By Charles A. Ellwood

"This is an honest facing of the problem of the future of our race by a trained sociologist. . . . A right use of science and of education can do much, but still there is needed religion, and Ellwood's closing words are a plea for the kind of religion which stabilizes individuals and harmonizes the relations between them. . . . It is entitled to respect as the considered opinion of a trained thinker of the first order."—*Outlook and Independent.* $2.00

THE COSMIC RAY IN LITERATURE

By Lewis Thurber Guild

"A writing that is different from anything previously offered the reading public. In it he takes the characters of such writers as Shakespeare, Poe and Victor Hugo and brings out the good that lies in their souls or pictures their crimes as unsuccessful." A graduate honor student in literature at one of the Eastern colleges writes, "I wish this book had been available when I was taking my Shakespeare." $2.00

CHRISTIANITY'S CONTRIBUTIONS TO CIVILIZATION

"A new 'Gesta Christi' upon a more splendid, detailed canvas." It is in reality a balanced perspective of the history of the achievements of Christianity from the first century to the present era. It is at once educational and inspirational. $3.00

DUFFIELD & COMPANY
Publishers
200 Madison Avenue, New York

WEIR MITCHELL: HIS LIFE AND LETTERS

By Anna Robeson Burr

Weir Mitchell, famous physician and author of "Hugh Wynne" which has become an American classic, had a vast capacity for friendship, an amazing energy, and an intellect perfectly attuned to the forces of its own times and environment. His life was extraordinary for the extent of his achievements, and also for the varicty of his acquaintance.

In this unusual biography the reader comes into new and refreshing contact with Lowell, Meredith, Holmes, Carnegie, Phillips Brooks, Noguchi, Osler, Fanny Kemble, Whitcomb Riley, Earl Grey, Taft, Roosevelt, Wilson, Münsterberg and countless others. It presents a glamorous picture of a most interesting era. Illus. $6.00

LIVING EAST

By David Wooster King

Author of "L. M. 8046"

The record of an adventurer in India and Afghanistan. Volumes have been written about these countries by the historian, mystic, diplomat and reformer. Mr. King is not concerned with their questions; he finds the event of living too varied and too exciting. Whether dodging sharpshooters in the Khyber or money sharpers in Calcutta, climbing the Himalayas, crashing the gates of a Mohammedan Mosque or of the best English club, he tells it simply, directly, electrically.

Benares, Darjeeling, the Taj Mahal, Peshawar, nautch dancers, fakirs, ascetics, pilgrims, vipers, incredible servants,—they are all here, presented spontaneously and without pretense.

Illustrated from photographs taken by Lowell Thomas, author of "With Lawrence in Arabia," who accompanied Mr. King. 8vo., Illus., $3.00

A BOY OF GALILEE

By Mildred Whitney Stillman

Author of "Queens and Crickets," "Unknowing," and "Wood Notes"

An exquisite little story, woven 'round the boyhood of the son of Joseph and Mary,—the warmly human Jesus of the Gospels.

The author pictures him, at the age of twelve, like most lads of twelve, absent-minded, filled with dreams of his future, and endlessly curious. Yet the mysticism, the power, the gentleness, which characterized Jesus the man, becomes apparent in the boy.

Though the story is, of course, imaginative rather than historic, the author acknowledges her indebtedness to Renan's "Life of Jesus" for the Nazareth background, and to Geike's "Life and Words of Christ" for the vivid and picturesque descriptions of Jerusalem and of the Passover. 75c.

THE WHITE COAT

By General P. N. Krassnoff

Introduction by Henry Irving Brock

'Tho exiled from his beloved Russia, General Krassnoff is fully aware of the mood and spirit of the masses who have recovered from the heavy fumes of the Red drug, determined to dig a grave for the III Internationale. In "The White Coat" (an organization not unlike our "K.K.K." of Civil war days), the reader is swept along with these counter-revolutionists; feels the grandeur of their interior flame—or is drawn down into the abyss to which their souls are sometimes precipitated (vide the "Black Mass"). This is the final volume of the tremendous epic of which the first was "From Double Eagle to Red Flag," and the second, "The Unforgiven." 8vo. $3.50

THE GREAT WEIRD STORIES

Edited by Arthur Neale

"Twenty authors do their infernal best to keep nervous readers from sleeping nights"— N. Y. Herald Tribune.

There have been other collections of stories of the unnatural and weird in the past, but no such gathering together of the uncanny in literature as is presented here. Some of these you undoubtedly know, but it is unlikely that you have read them all. A partial list of authors follows:

Sir Arthur Conan Doyle, Gaston Leroux, H. G. Wells, Algernon Blackwood, William Waldorf Astor, L. F. Austin, Sax Rohmer, Rudyard Kipling, Allen Upward and eleven others. Twenty thrillers in all. $2.00

Advance Announcements of Fall Books of Interest to Libraries

BLUE PIGEONS

By Emma Gelders Sterne

A charming tale of ancient Greece, and an excellent introductory glimpse, for any child, of the spirit of classic times and the matchless Athenian way of living. It is the story of Paulus, a slave boy, captured after the Spartan invasion, and brought up in an Athenian family; of his companionship with children of the household, but, as a slave, debarred from most of their games—and of how, by an act of courage, he wins, not only his freedom, but citizenship as well.

Last year Mrs. Sterne's "White Swallow" was recommended by the A. L. A., The Child Welfare Ass'n, and many Circles and school boards. 8vo., Illus. $2.00

BUMMER'S CIRCUS

By Robert Starkey

Illustrated by Dorothy Owen

A big book, gorgeously illustrated, about a town where only dogs live—about a circus, by dogs for a dog audience—and you know how dogs love a circus. Bummer, the young pointer who organized this big show, was a real dog, so some of this book is bound to be true. The author, for many years, traveled with a circus as an acrobat, and Bummer was his own dog, so named because of his wandering habits. "He was very intelligent, and my constant companion," says Mr. Starkey. Large 8vo., Illus. in color, $2.00

TOMSON'S HALLOWE'EN

By Margaret and Mary Baker

Authors of "The Lost Merbaby," "The Water Elf," "The Black Cats," "The Tinker's Wife" and others

The old witch was tired of Hallowe'en pranks, so she brewed her a broth at home, and sent out Tomson the cat, and her favorite broom to tend to her annual job. If it is possible for the Bakers to write or illustrate more charmingly and sympathetically than heretofore, they have achieved it in "Tomson's Hallowe'en." There should always be a new Baker book to appear as regularly as a Kate Greenaway Almanack, or the London revival of 'Peter Pan' and the Chrimts pantomime."—Rachel Field in N. Y. Evening Post. Silhouettes on every page, $2.00

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THE MIND AT MISCHIEF:

Tricks and Deceptions of the Subconscious, and How to Cope With Them

By William S. Sadler, M.D., F.A.C.S.

The author, an authority in his field, draws upon his twenty-three years of experience as a practising physician and as director of the Chicago Institute of Research and Diagnosis to provide popular information for the layman about the "subconscious" mind, revealing it in the performance of its benign acts, and also of its incredibly malicious and harmful tricks. He also gives the methods of treatment which have proved most successful in correcting conditions which are the cause of much imaginary ill health among women and of business failures among men. 8vo, cloth, 415 pages. $4.00

THE PERSONALITY OF A HOUSE

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In Massachusetts bills need not be made under oath if they contain a statement that they are made under the penalties of perjury. This may prove suggestive elsewhere.

The committee promises its support to any State organization which takes up this matter.

RALPH MUNN,
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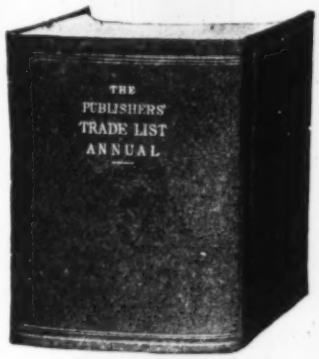

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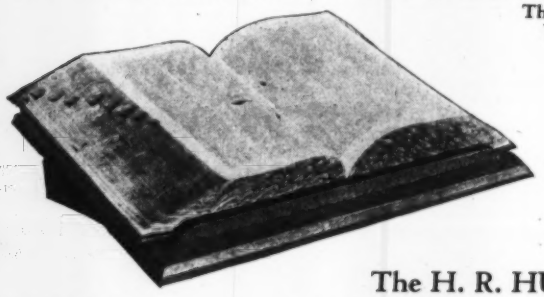

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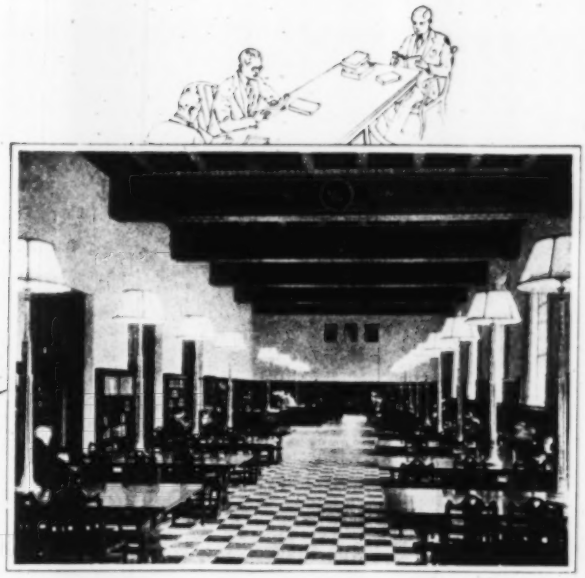

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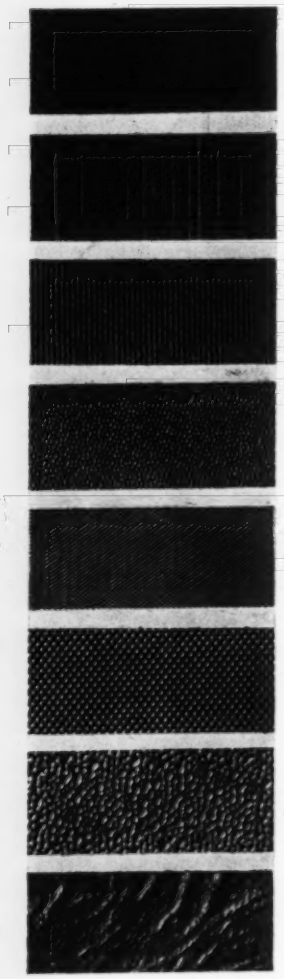

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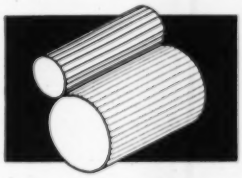

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